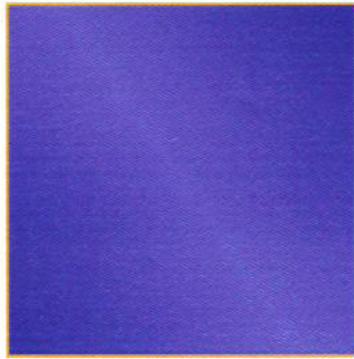


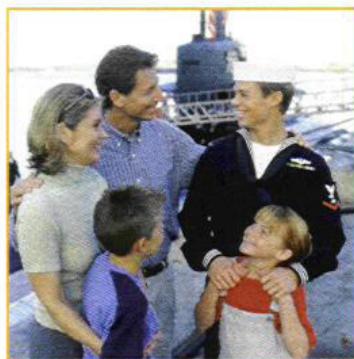
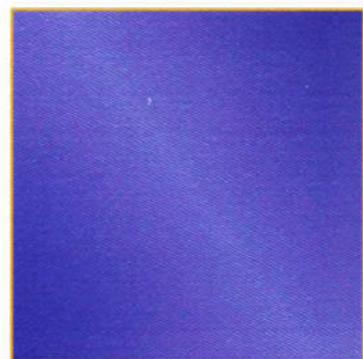
## OVERVIEW REPORT



## NOVEMBER 2003 YOUTH POLL 6



## JOINT ADVERTISING, MARKET RESEARCH AND STUDIES



July 2004

<b>Report Documentation Page</b>			<i>Form Approved OMB No. 0704-0188</i>	
<p>Public reporting burden for the collection of information is estimated to average 1 hour per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to Washington Headquarters Services, Directorate for Information Operations and Reports, 1215 Jefferson Davis Highway, Suite 1204, Arlington VA 22202-4302. Respondents should be aware that notwithstanding any other provision of law, no person shall be subject to a penalty for failing to comply with a collection of information if it does not display a currently valid OMB control number.</p>				
1. REPORT DATE <b>00 JUL 2004</b>	2. REPORT TYPE <b>N/A</b>	3. DATES COVERED <b>-</b>		
4. TITLE AND SUBTITLE <b>Department Of Defense November 2003 Youth Poll 6 Overview Report</b>			5a. CONTRACT NUMBER	
			5b. GRANT NUMBER	
			5c. PROGRAM ELEMENT NUMBER	
6. AUTHOR(S)			5d. PROJECT NUMBER	
			5e. TASK NUMBER	
			5f. WORK UNIT NUMBER	
7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES) <b>Department of Defense Defense Human Resources Activity Joint Advertising, Market Research and Studies 4040 N. Fairfax Drive, Suite 200, Arlington, VA 22203-1613</b>			8. PERFORMING ORGANIZATION REPORT NUMBER	
9. SPONSORING/MONITORING AGENCY NAME(S) AND ADDRESS(ES)			10. SPONSOR/MONITOR'S ACRONYM(S)	
			11. SPONSOR/MONITOR'S REPORT NUMBER(S)	
12. DISTRIBUTION/AVAILABILITY STATEMENT <b>Approved for public release, distribution unlimited</b>				
13. SUPPLEMENTARY NOTES <b>The original document contains color images.</b>				
14. ABSTRACT				
15. SUBJECT TERMS				
16. SECURITY CLASSIFICATION OF:			17. LIMITATION OF ABSTRACT <b>UU</b>	18. NUMBER OF PAGES <b>143</b>
a. REPORT <b>unclassified</b>	b. ABSTRACT <b>unclassified</b>	c. THIS PAGE <b>unclassified</b>		

*For additional copies of this report,*  
Contact,  
Defense Technical Information Center  
ATTN: DTIC BRR  
Defense Document Information Center  
8725 John J. Kingman Rd., Suite, #0944  
Ft. Belvoir, VA 22060-6218

(703) 767-8274

**Ask for Report by ADA XXXXXXX**

**DEPARTMENT OF DEFENSE  
NOVEMBER 2003 YOUTH POLL 6  
OVERVIEW REPORT**

Matt Boehmer and Andrea Zucker  
**Defense Human Resource Activity**

Brian Ebarvia, Ray Seghers, David Snyder, and Brian Yanus  
**Aon Consulting's Loyalty Institute**

Sean M. Marsh, Jason Fors, and Paige Bader  
**Fors Marsh Group**

Beth Strackbein  
**Wirthlin Worldwide**

**Department of Defense  
Defense Human Resources Activity  
Joint Advertising, Market Research and Studies  
4040 N. Fairfax Drive, Suite 200, Arlington, VA 22203-1613**

## **ACKNOWLEDGEMENTS**

The work that was done to collect this information and produce this report was the result of a collaboration of efforts between DHRA, Fors Marsh Group, Aon Consulting, and Wirthlin Worldwide. The authors would like to thank the many youth who shared their time and opinions with us.

## EXECUTIVE SUMMARY

The Department of Defense (DoD) conducts Youth Polls on a regular basis to measure youth's perceptions of the military and propensity to enlist in the military. This report details the findings of the Youth Poll 6 (November 2003).

The primary focus of this poll was to measure the likelihood of youth ages 16 to 21 to join the military (propensity) and to identify the factors that influence their decision. In addition, this Youth Poll measured youth's favorability and knowledge of the military, their attitudes toward the military, their perceptions of how likely joining the military would result in achieving various goals, and their perceptions of how supportive various people would be of them joining the military and how much they would be influenced by these people.

### *Propensity remains steady*

Overall, 23% of males said it was likely they would serve, while ten percent of females were propensed. Both numbers represent a 1-percentage point increase since the last measure taken in April 2003. Youth's propensity to serve on active duty in each of the individual branches remained stable since last measured in April 2003 for both males and females, with the Army having the highest percentage of propensed males and Air Force having the highest percentage of propensed females.

The composite Reserve propensity of youth for serving in the National Guard or Reserves was 17%, 3 percentage points higher than in April 2003. Composite reserve propensity for males increased 4-percentage points to 22% while female composite reserve propensity increased 2-percentage points to 11%. Among both males and females propensed to join the National Guard, a majority would join the Army National Guard. Among the Reserve services, a greater percentage of both males and females said they would join the Army Reserve than the other components.

Poll results also indicated several differences within demographic segments: Hispanic youth reported the highest level of propensity among both males and females and unemployed youth had a higher propensity level than youth who were employed.

### *Youth attitudes towards the military are positive*

As were the findings in previous Youth Polls, youth reported a positive view of the military although they admittedly reported that they are not very knowledgeable about it. The Air Force received the highest mean favorability rating followed by the Marine Corps. In general, youth viewed joining the military as a positive decision. Over 60% of youth indicated that joining the military would be good, wise, or beneficial. About one-fifth believed that it would be a negative decision.

Youth hold several perceptions about the military that may be of interest to the military. Nearly two-thirds felt that individuals were just as likely to have a good paying job in the military as they were in a civilian job. In addition, one-third of youth believed that finding a full-time job

would be very difficult or almost impossible, half of youth reported that it would be somewhat difficult. Despite perceived difficulty in finding a job today, 42% of youth believed that the economy will be better four years from now than it is today.

***Youth are not confident in the military's ability to provide an environment where they can achieve a sense of well-being***

Youth were asked about the association between an extensive set of outcomes and military service. While 17 of 24 outcomes were associated with the military, 3 outcomes related to their well-being were *not* strongly associated but were considered important in the youth's decision making process. These were: *having a job that makes you happy*, *having personal freedom*, and *having a lifestyle that is attractive to you*.

***Negative outcomes typically thought to be associated with the military do not appear to be major barriers for military recruitment at this time***

Of the outcomes investigated, three of the 24 were considered neither extremely bad nor extremely good and were also not strongly associated with military service. These three outcomes (e.g., *moving to a place away from family and friends*, *not going to college immediately after high school*, and *being in a war and/or required to fight*) therefore do not appear to be major barriers for military recruitment. In addition, *being seriously injured or killed*, while evaluated as "extremely bad" was also not strongly associated with military service.

***Increasing youth's perceptions of support from a number of influencers will result in stronger intentions to join the military***

Youth were asked how supportive a variety of people who might influence their decision would be if they decided to join the military. Results suggest that increased support from immediate and extended family, close friends, guidance counselors, and teachers have the potential to yield sizable gains with regards to increasing a youth's propensity to join the military.

***Subgroup analyses reveal differences between races in terms of attitudes and propensity***

Both Black males and females tend to associate less risk with joining the military than Whites and Hispanics. Likewise, both Black males and females believe their mothers would be more supportive of them joining the military than Whites and Hispanics. In addition, propensity estimates are generally lower for Whites. This may be due to the fact that Whites tend to associate more *Risk* and less *Well Being* with joining the military than Blacks or Hispanics.

***A number of factors play a role in influencing youth propensity to join the military***

Youth attitudes toward the military, knowledge of the military, economic conditions, and current events were all factors that influenced youth propensity. Youth who rated the military as more favorable – as well as youth who tended to have a higher knowledge of the military reported higher levels of propensity. In general, youth who believed that joining the military would be a positive (i.e., good, wise, or beneficial) decision tended to report a higher propensity level than those youth who viewed the decision as negative. With regard to job pay, youth who believed

that individuals are more likely to have a good paying job in the military tended to be more propensed compared to those who believed a civilian job would pay more. Finally, with regard to current events, nearly two-thirds of youth report that the war on terrorism has resulted in them being less likely to join the military.

The results of Youth Poll 6 highlight the importance of continuing the delivery of current messages and creating new campaigns directed at youth that describe the compelling outcomes associated with military service. The U.S. military must also use these messages to build support from those with the greatest influence over youth decision-making, who can serve as advocates to enhance the favorability and knowledge of American youth toward the military and ultimately recommend the military as a career option.

**PAGE LEFT BLANK INTENTIONALLY**

**Department of Defense  
Youth Poll 6 - November 2003**

**Table of Contents**

<b>Section I.</b>	<b>Introduction.....</b>	<b>1</b>
	Purpose .....	1
	Organization of this Report .....	2
	Methodology .....	2
	Approach .....	3
	Respondent Profile .....	5
<b>Section II.</b>	<b>Future Plans and Propensity .....</b>	<b>9</b>
	Future Plans.....	9
	Propensity .....	12
	Propensity by Key Demographic Segments .....	19
	Summary: Future Plans and Propensity .....	24
<b>Section III.</b>	<b>Youth Attitudes Toward the Military, Economic Conditions, and Current Events.....</b>	<b>25</b>
	Favorability .....	25
	Military Knowledge .....	28
	Attitudes Toward Behavior .....	31
	Economic Indicators.....	34
	Current Events.....	35
	Summary: Youth Attitudes.....	36
<b>Section IV.</b>	<b>Drivers of Youth Intention to Join the Military.....</b>	<b>37</b>
	Theory of Reasoned Action (TRA) .....	37
	Method.....	38
	Testing the Theory.....	40
	Attitudes .....	41
	Subjective Norms .....	47
	Subgroup Analyses: Attitudes and Subjective Norms .....	51
	Subgroup Analysis: Attitudes.....	52
	Subgroup Analysis: Subjective Norms.....	53
	Summary: Drivers of Youth Intentions to Join .....	55
<b>Section V.</b>	<b>Factors Influencing Youth Propensity.....</b>	<b>57</b>
	Cross-tabulations .....	57
	Summary: Factors Influencing Youth Propensity .....	61
<b>Section VI.</b>	<b>Summary and Conclusion .....</b>	<b>63</b>

## Table of Contents (cont.)

### List of Appendices

<b>Appendix A.</b>	Data Collection Procedures and Sampling .....	A-1
<b>Appendix B.</b>	Analysis of Variance of Propensity by Demographic Groups .....	B-1
<b>Appendix C.</b>	Pilot Study .....	C-1
<b>Appendix D.</b>	Item Results .....	D-1
<b>Appendix E.</b>	Questionnaire .....	E-1

### List of Tables

#### **Section II. Future Plans and Propensity**

Propensity by Demographics - Overall.....	21
Propensity by Demographics - Males .....	22
Propensity by Demographics - Females .....	23

#### **Section III. Youth Attitudes Toward the Military, Economic Conditions, and Current Events**

Favorability by Service and Component.....	26
Favorability by Demographics.....	27
Knowledge by Demographics.....	29
How “good” would you rate the decision to join the military? .....	31
How “wise” would you rate the decision to join the military? .....	32
How “beneficial” would you rate the decision to join the military?.....	33
Are individuals more likely to have a good paying job in the military, in a civilian job, or equally in both? (by race) .....	34
How difficult is it for someone your age to get a full-time job? (by race) .....	34
Four years from now, do you think the economy will be better, than, worse than, or about the same as it is today? (by race).....	35

#### **Section IV. Drivers of Youth Intention to Join the Military**

Subgroup Analyses of Attitude Factors .....	52
Subjective Norms and Intention by Subgroup .....	53
Relative Comparison of Attitudes and Subjective Norms .....	55

#### **Section V. Factors Influencing Youth Propensity**

Propensity by Favorability .....	57
Propensity by Knowledge of Military.....	58
Propensity by Good/Bad Rating of Decision.....	58
Propensity by Wise/Foolish Rating of Decision.....	58
Propensity by Beneficial/Harmful Rating of Decision .....	59

## Table of Contents (cont.)

Propensity by Job Pay, by Race and Gender .....	59
Propensity by Future Economy, by Race and Gender .....	60
<b>Appendix A. Data Collection Procedures and Sampling</b>	
November 2003 Youth Poll Sample Yields – High Density Stratum.....	A-8
November 2003 Youth Poll Sample Yields – Low Density Stratum .....	A-9
Calculation of Initial Weights.....	A-10
Household Eligible Count: Base Weight Adjustment .....	A-11
Non-Response Adjustment .....	A-11
October 2003 CPS for Raking Dimension 1 (Gender by Age).....	A-12
October 2003 CPS for Raking Dimension 2 (Race/Eth by Education) .....	A-13
<b>Appendix B. Analysis of Variance of Propensity by Demographic Groups</b>	
Logistic Regression Results: Demographic Predictors of Propensity .....	B-3
Logistic Regression Results: Demographic Predictors of Propensity (Male) ...	B-3
Logistic Regression Results: Demographic Predictors of Propensity (Female) B-3	
<b>Appendix D. Item Results</b>	
Overall Mean Rating of Outcomes and Behavioral Beliefs.....	D-3
Overall Mean Rating of Subjective Norms and Motivation to Comply .....	D-4
Mean Attitude Values by Gender .....	D-9
Mean Attitude Values by Subgroup.....	D-10
Mean Levels of Perceived Support by Gender .....	D-11
Mean Levels of Perceived Support by Subgroup .....	D-12

## List of Figures

<b>Section I. Introduction</b>	
Theoretical Model.....	4
Respondent Profile: Age .....	5
Respondent Profile: Gender.....	5
Respondent Profile: Race/Ethnicity.....	5
Respondent Profile: Education/school.....	6
Respondent Profile: Current Education Levels.....	6
Respondent Profile: Completed Education Levels .....	6
Respondent Profile: High School Grades .....	6
Respondent Profile: Employment Status .....	7
Respondent Profile: Hours worked per week .....	7
Respondent Profile: Marriage Status .....	7
Respondent Profile: Family Members Served in the Military .....	7
Respondent Profile: Geographic Area .....	7

## Table of Contents (cont.)

### Section II. Future Plans and Propensity

What do you think you might be doing once you finish high school, finish college or in the next few year? .....	9
Which branch would that be? .....	10
Which type of service (Army or Air Force).? .....	10
Which type of service (Coast Guard, Marine Corps, or Navy)?.....	10
What type of job would you have? .....	11
What type of school or college would you like to attend?.....	11
How likely is that you will be serving in the military	
Propensity by Gender.....	12
How likely is that you will be serving in the military	
Propensity by Race .....	12
How likely is that you will be serving in the military	
Propensity by gender and race .....	13
Composite Propensity For Active Duty (Trends) .....	14
How likely is that you will be serving on active duty for the...? .....	14
How likely is that you will be serving in the Army? .....	15
How likely is that you will be serving in the Air Force? .....	15
How likely is that you will be serving in the Marine Corps? .....	15
How likely is that you will be serving in the Navy?.....	15
How likely is that you will be serving in the Coast Guard? .....	15
How likely is that you will be serving in the National Guard? by gender.....	16
How likely is that you will be serving in the Reserves? by gender .....	16
How likely is that you will be serving in the National Guard? by race .....	16
How likely is that you will be serving in the Reserves? by race .....	16
Composite Propensity – Reserves (Trends).....	17
Would that be... (Army National Guard or Air National Guard)? .....	17
Would that be... (Reserves)? .....	17
You mentioned that might be serving in more than one service, which	
Service are you more likely to serve in?.....	18
Before we talked today, had you ever considered the possibility of joining	
the military? .....	18
Active Duty Propensity by Age and Gender.....	19
Composite Reserve Propensity by Age and Gender .....	19
Active Duty Propensity by Region and Gender.....	19
Composite Reserve Propensity by Region and Gender .....	20

## Table of Contents (cont.)

### Section III. Youth Attitudes Toward the Military, Economic Conditions, and Current Events

Favorability (Military Overall) .....	25
Knowledge (Military Overall) .....	28
How “good” would you rate this (joining the military) decision? .....	31
How “wise” would you rate this (joining the military) decision? .....	32
How “beneficial” would you rate this (joining the military) decision? .....	33
Are individuals more likely to have a good paying job in the military, in a civilian job, or equally in both? .....	34
How difficult is it for someone your age to get a full-time job? .....	34
Four years from now, do you think the economy will be better, than, worse than, or about the same as it is today? .....	35
Does the current situation with the war on terrorism make you more likely or does it make you less likely to join the military? .....	35

### Section IV. Drivers of Youth Intention to Join the Military

Model Fit: Overall.....	40
Outcomes Associated with the Military.....	42
Outcomes Not Likely to Occur by Joining the Military .....	42
Attitude Factors.....	44
Attitude: Job Security .....	44
Attitude: Opportunity to Travel .....	45
Attitude: Learn Valuable Trade/Skill.....	46
Attitude: Prepare for Future Career .....	46
Attitude: War/Required to Fight .....	46
Subjective Norms.....	47
Overall Social Support.....	48
Social Referents: Military Members .....	48
Social Referents: Religious Community.....	48
Social Referents: Guidance Counselors.....	49
Social Referents: Teachers.....	49
Social Referents: Mother .....	49
Social Referents: Father.....	49
Social Referents: Extended Family.....	50
Social Referents: Close Friends .....	50
Subgroup Analyses Overall .....	51

## Table of Contents (cont.)

### Appendix D. Item Results

Well-Being Attitude Factor: Extrinsic Outcome .....	D-4
Well-Being Attitude Factor: Intrinsic Outcome .....	D-5
Patriotic Adventure Attitude Factor.....	D-6
Risk Tolerance Attitude Factor.....	D-6
Skills Development Attitude Factor.....	D-7
Subjective Norms: Socially Distant Referents.....	D-8
Subjective Norms: Socially Close Referents .....	D-8

## **SECTION I. INTRODUCTION**

The November 2003 Youth Poll marks the sixth wave of the Department of Defense (DoD) Youth Polls since it replaced the annual Youth Attitude Tracking Study (YATS) in March 2001. The key function of the Youth Polls is to provide regular tracking of propensity – the likelihood that youth will join the military. Each Youth Poll also measures youth's favorability of the military, perceived knowledge of the military, perceptions of current economic conditions, and reactions to current events. In addition, each Youth Poll focuses on one of three general areas that have been found to directly impact recruiting.

- The factors that affect propensity, including youth's attitudes and their views on the military; the influence parents, other adults, current events, and societal norms have on their decisions; and youth's confidence in successfully performing military related duties.
- Youth's ability to meet the physical, medical, moral, and other standards for enlistment set by the U.S. military.
- The source of youth's military impressions and the influence that these sources have on propensity and consideration of military service.

The November 2003 Youth Poll focuses on the first topic detailed above; the factors that affect propensity.

### **PURPOSE**

This report documents the results of the November 2003 Youth Poll by answering four primary research questions:

- 1. What is the propensity of American youth to enlist in the military?**
- 2. What are youth's attitudes toward the military (e.g., favorability, knowledge, opinion of relevant current events)?**
- 3. What role do specific outcomes associated with the military and perceptions of support from others have on youth intention to join the military?**
- 4. What other factors play a role in influencing youth's intention to join the military?**

## ORGANIZATION OF THIS REPORT

This report is divided into six sections:

**Section I.** *Introduction* - provides background on the purpose and objectives of this Youth Poll, the methodology and research approach, and the demographic characteristics of the survey respondents.

**Section II.** *Future Plans and Propensity* - answers the first research question regarding the likelihood of youth to join the military. Questions related to the future plans of youth were asked in addition to questions concerning the likelihood to join specific military branches.

**Section III.** *Youth Attitudes Toward the Military, Economic Conditions, and Current Events* - answers the second research question concerning youth's attitudes toward the military, economic conditions, and current events.

**Section IV.** *Drivers of Youth Intention to Join the Military* – answers the third research question regarding the youth's perceptions that joining the military will result in certain outcomes. In addition, the extent to which others influence their decision to enlist is investigated.

**Section V.** *Factors Influencing Youth Propensity* - answers the fourth research question by identifying other factors that relate to propensity. Propensity by demographic segments is provided as well as cross-tabulations of several survey items by propensity.

**Section VI.** *Summary and Conclusion* - summarizes the results of the November 2003 Youth Poll.

## METHODOLOGY

Youth Poll 6 used random digit dialing administered via Computer Assisted Telephone Interviews (CATI) between October 15, 2003 and November 25, 2003 to collect data. American households were screened for the target audience: Americans between the ages of 16 and 21 who have never served in the U.S. Armed Services and are not enrolled in a post-secondary reserve officer's training corps program. In the case that more than one person in the household met these criteria the respondent with the most recent birthday prior to the interview date was selected.

The sample size of the DoD Youth Poll 6 was 3,017 completed interviews. In this design, telephone households were sampled with simple random sampling within one of two strata at the first stage. In the second stage, one eligible person was randomly sampled within the household. The two strata used in this design were defined as "Low Density" stratum, which had a concentration of less than 30% Blacks in the calling prefix; and a "High Density" stratum, with a concentration of more than 30% Blacks.

On average the survey took 20 minutes to complete. The data were weighted by gender, age, race/ethnicity, and education to reflect the general population based on October 2003 Current Population Survey (CPS) data from the U.S. Census. Soft quotas were placed on eight geographic regions (based on the 2000 U.S. Census).

To find confidence intervals and test hypotheses using this data, the calculated variance for the estimated statistics must take the properties of the study design into account. In the preparation of this report, this was done using the Taylor-series linearization method. Appendix A contains a detailed technical assessment and description of the research methodology and variance estimation procedures.

## APPROACH

Accurate information about youth attitudes and enlistment intentions are necessary to help direct the Department of Defense's efforts to maintain a quality all-volunteer military force. Propensity is one such metric that has been found to be very predictive of actual enlistment behavior.

The goal of the Youth Polls is to provide information regarding the factors that affect the supply of youth enlisting in the military. The figure on the next page displays the conceptual model of this behavior<sup>1</sup>. According to this model, one's performance or nonperformance of a behavior, in this case military enlistment, is primarily determined by the strength of one's intention to perform or not perform that behavior. The main drivers of which can be split into two primary areas:

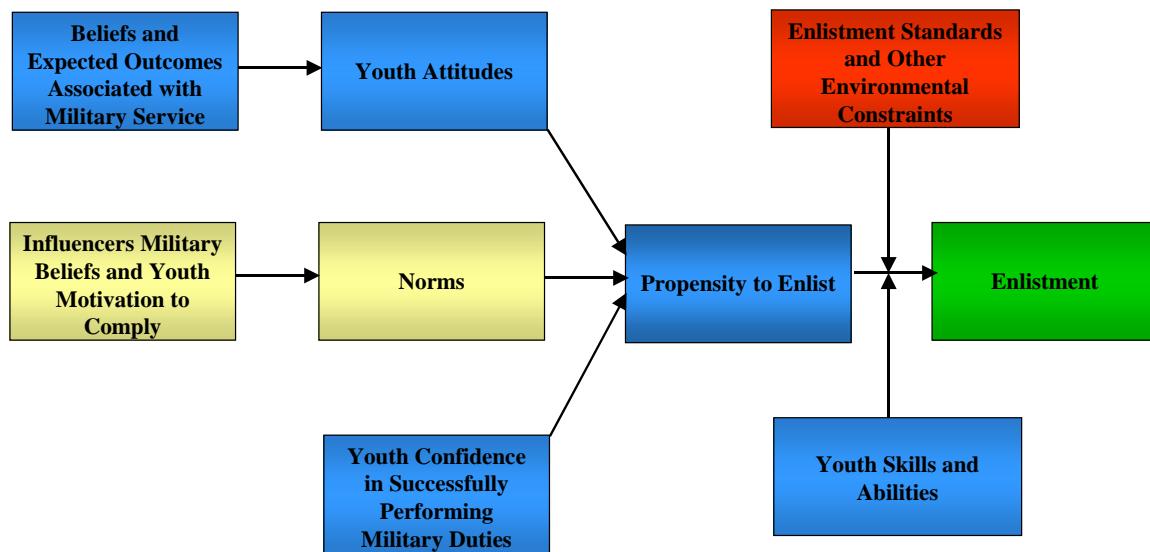
- I. **YOUTH ATTITUDES:** Attitudes are a function of one's beliefs that performing a given behavior will lead to certain outcomes and the perceived importance of those outcomes. Generally speaking, the more one believes that performing a behavior will lead to positive outcomes that are valued or will prevent negative outcomes, the more favorable will be one's attitude toward performing the behavior.
- II. **SUBJECTIVE NORMS:** Subjective norms are viewed as a function of normative beliefs and motivations to comply with referent others. More simply, the more one believes that specific individuals or groups think that one should perform the behavior and the more one is motivated to comply with those individuals or groups, the stronger will be the perceived pressure to perform that behavior.

On the right side of the model, an additional important determinant of military enlistment behavior is displayed. That is the ability of youth to meet the enlistment standards set by the U.S. military. While force structure dictates the quantity of people needed to fill military units, the qualifications of those people in terms of the knowledge, aptitude, skill, physical fitness, medical health, and motivation determine the effectiveness of those units. Since enlistment standards and the supply of qualified youth can change over time, present or future recruiting shortfalls can arise from higher enlistment standards or from declining qualifications in the youth population as easily as it can from declining interest in military service.

---

<sup>1</sup> National Research Council (2003) *Attitudes, Aptitudes, and Aspirations of American Youth: Implications for Military Recruitment*. Committee on the Youth Population and Military Recruitment. Paul Sackett and Anne Mavor, editors. Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.

## Theoretical Model



Looking at the above model, it can be seen that military enlistment, like any other given behavior, is most likely to occur if one has a strong intention to perform that behavior, if one has the necessary skills and abilities (i.e., meets military enlistment standards), and if there are no environmental constraints preventing the behavior.

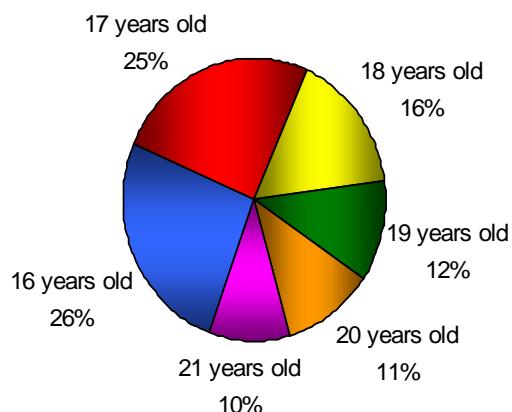
Use of a model-based approach such as this provides several advantages. Principal among these is the implication that the findings have for action and strategic direction. For example, very different interventions would be necessary if one has formed an intention but is unable to act, than if one has little or no intention to perform the behavior or if one is not engaging because of social pressure being exerted on them from the important people in their life. A model-based approach that integrates these multiple components aids decision making by providing a more comprehensive and integrative platform of information from which to make decisions. This model-based approach was used as the foundation of the November 2003 Youth Poll, which measures three of the five areas - Beliefs and Expected Outcomes, Attitudes and Norms - on the left side of the model. For the interested reader, the June 2003 Youth Poll measured the enlistment supply aspects on the right side of the model.

## RESPONDENT PROFILE

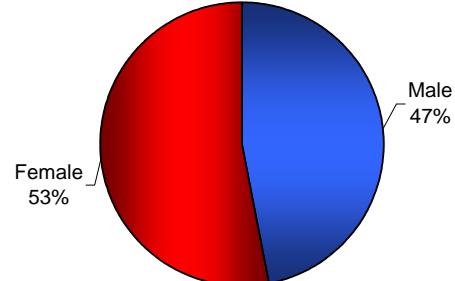
This survey was conducted via telephone using random digit dialing. The following charts display the demographic profiles of the 3,017 survey respondents:

- Age
- Gender
- Race/Ethnicity
- Education/School (currently and completed)
- Grades
- Employment Status
- Hours per week
- Marital Status
- Family Information
- Geographic Area

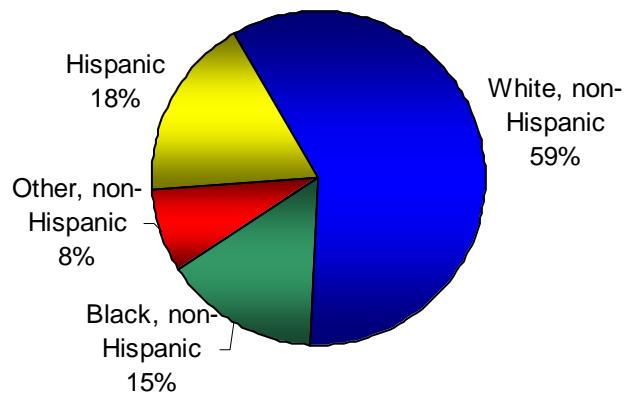
**Age**



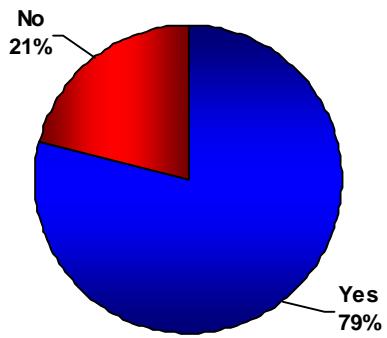
**Gender**



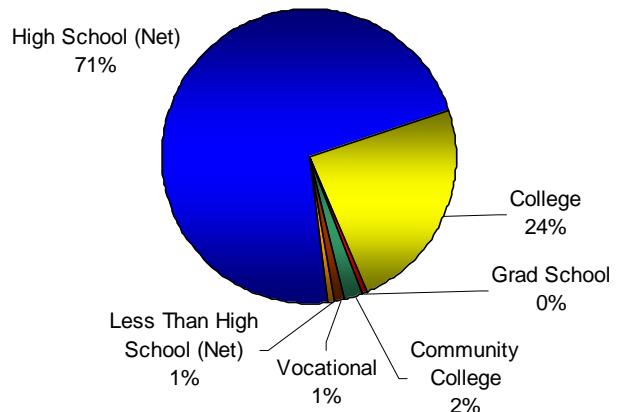
**Race/Ethnicity**



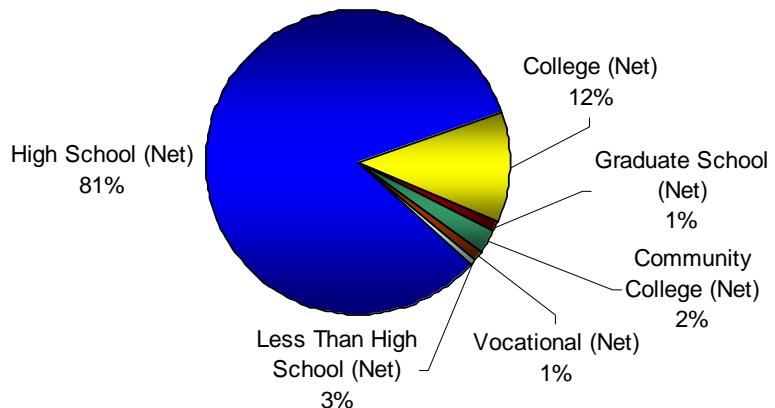
**Are you currently enrolled in school or a training program?**



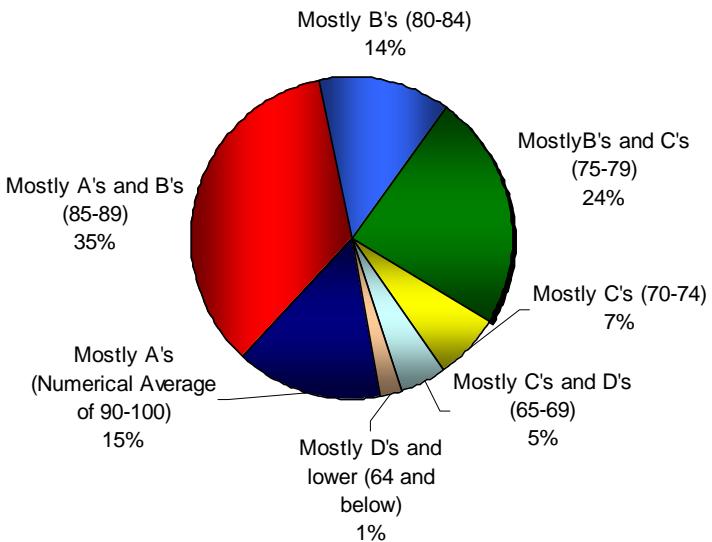
**Current Education Levels**  
(Those Currently Enrolled in School)



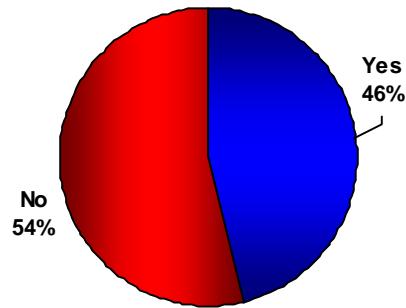
**Completed Education Levels**  
(Those Not Currently Enrolled in School)



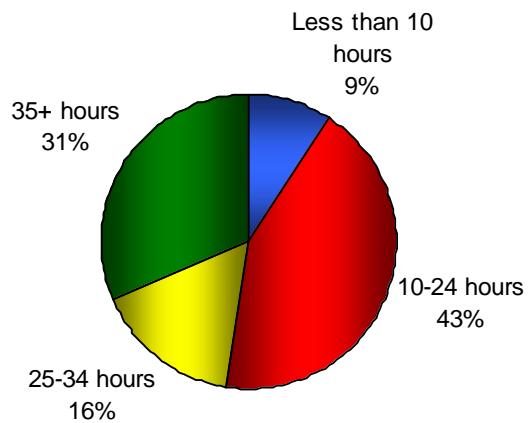
**What grades do you or did you usually get in high school?**



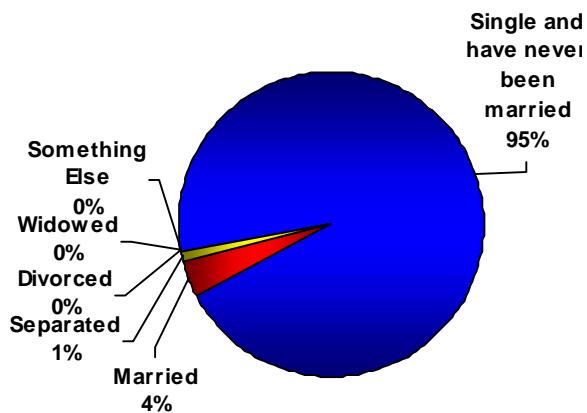
**Are you currently employed either full- or part-time?**



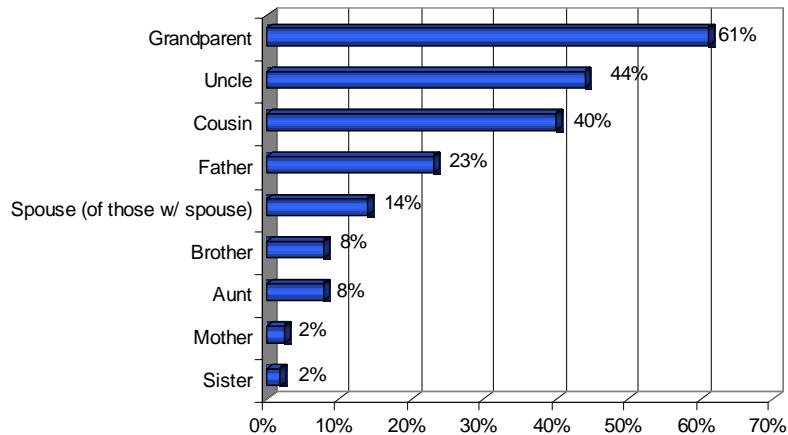
**How many hours per week do you work at your job? (Of Those Employed)**



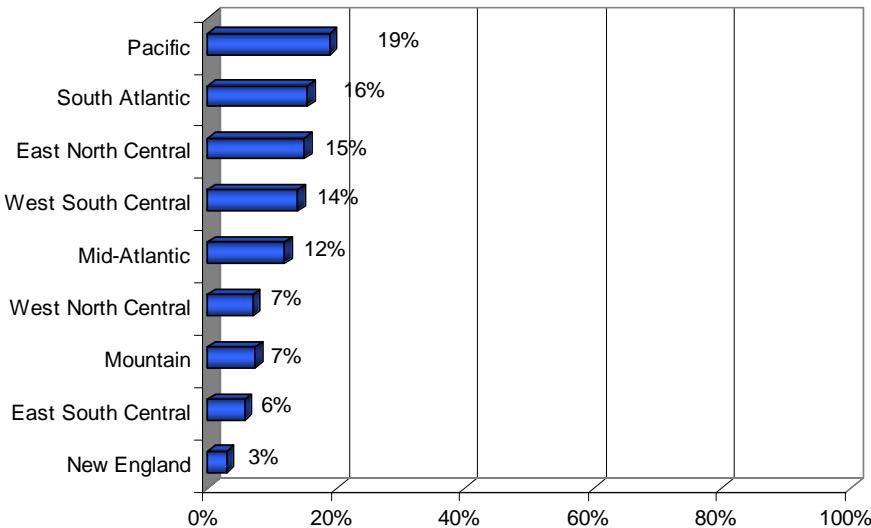
**What is your marriage status?**



**Has your [family member] ever served in the U.S. military?**



**Geographic Area**



**PAGE LEFT BLANK INTENTIONALLY**

## SECTION II. FUTURE PLANS AND PROPENSITY

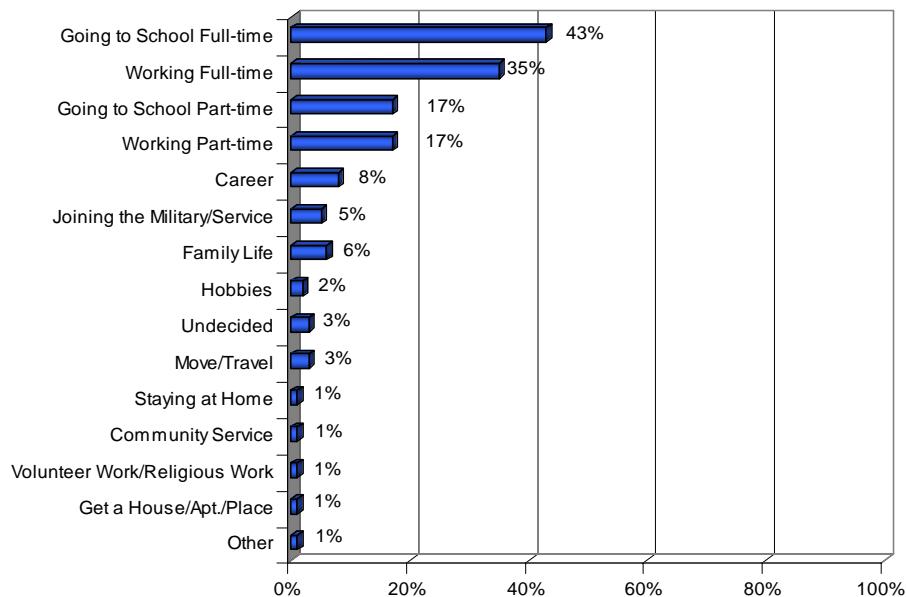
This section discusses the results of the propensity measurement and thus answers the first research question, *“What is the propensity of American youth to enlist in the military?”* The same questions that had been used historically in the Youth Attitude Tracking Study (YATS) to measure propensity continues to be used in the youth polls, as past studies have shown that these measures are predictive of military enlistment<sup>2</sup>.

The November 2003 Youth Poll measured propensity among youth between the ages of 16 and 21. Youth were asked several types of questions to measure their future plans and their propensity levels. First, youth were asked several questions about their future plans, including their plans for school, work, and the military. Second, youth were asked several questions about their intention to join the military. Youth were directly asked how likely they were to join the military (active duty and Reserves). This question is used as the primary measure of youth propensity toward the military. Third, youth were directly asked how likely they were to join each of the Services and Components.

### FUTURE PLANS

Education continues to be the primary focus of American youth, as responses were similar to the last Youth Poll conducted in June 2003. Overall, 60% indicated that they would be going to school, with nearly half mentioning full-time school once they finished high school, finished college, or in the next few years (43%; 44% in June 2003). Thirty-five percent indicated that they would be working full-time (38% in June 2003). Similar to the last Youth Poll, 5% indicated that they planned on joining the military.

**What do you think you might be doing "once you finish high school?" / "once you finish college?" / "in the next few years?"**

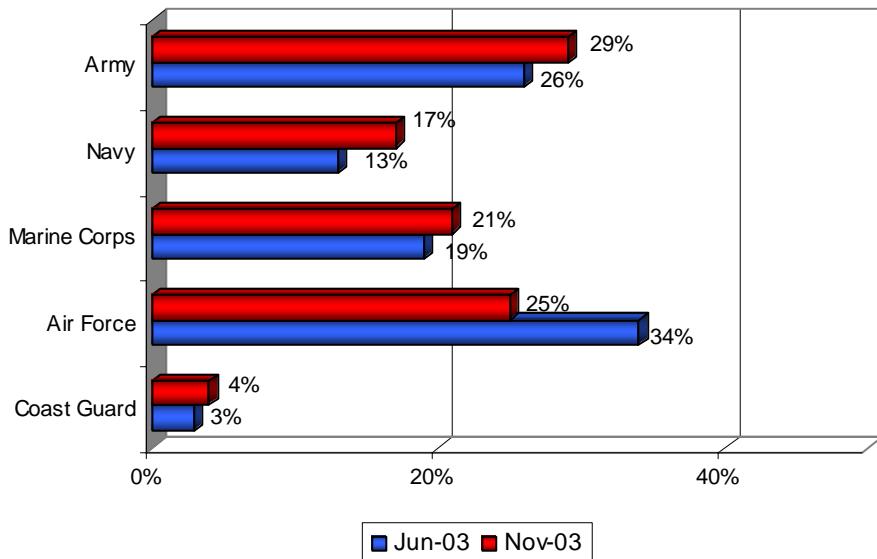


<sup>2</sup>Stone, Turner & Wiggins (1993). *Population Propensity Measurement Model: Final Analysis Report*. Defense Manpower Data Center.

### **Branch of Service/Type of Service**

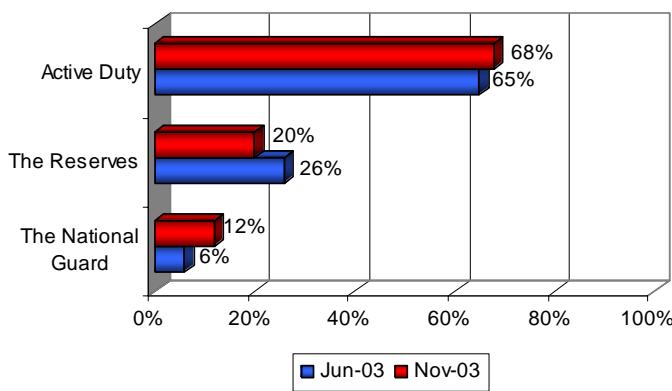
There were some differences between the results of the November 2003 Youth Poll and the June 2003 Youth Poll with regard to which branch of service youth might join. Of the five percent who indicated that they planned on joining the military, 29% indicated they planned on joining the Army (26% in June 2003). Twenty-five percent reported that the Air Force was the branch they planned on joining (34% in June 2003), 21% the Marine Corps (19% in June 2003), and 17% the Navy (13% in June 2003).

#### **You said you might be joining the military. Which branch of the service would that be?**

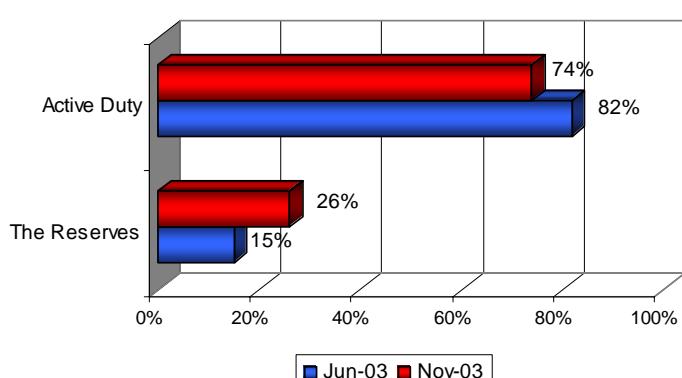


Of the youth who planned on joining the Army or Air Force, 68% were considering active duty (65% in June 2003). Twenty percent were considering the Reserves (26% in June 2003) and 12% the National Guard (6% in June 2003). Of the youth that were planning on joining the Coast Guard, Marine Corps, or the Navy, 74% were considering active duty (82% June 2003) and 26% were considering the Reserves (15% in June 2003).

#### **Which type of service would that be (Army/Air Force)?**



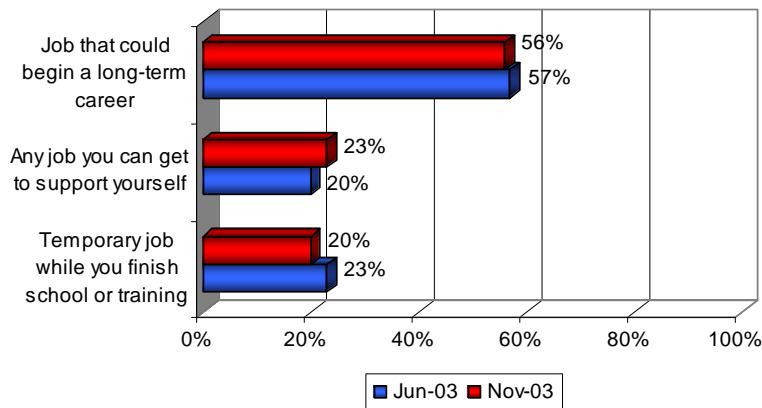
#### **Which type of service would that be (Coast Guard/Marine Corps/Navy)?**



### **Type of Job**

Of the youth who were considering working full-time or part-time, 56% planned to be working at a job that could begin a long-term career (57% in June 2003). Similar to the last Youth Poll, 20% indicated that they would be seeking a temporary job while they finished school or training and 23% would be seeking any job to support themselves.

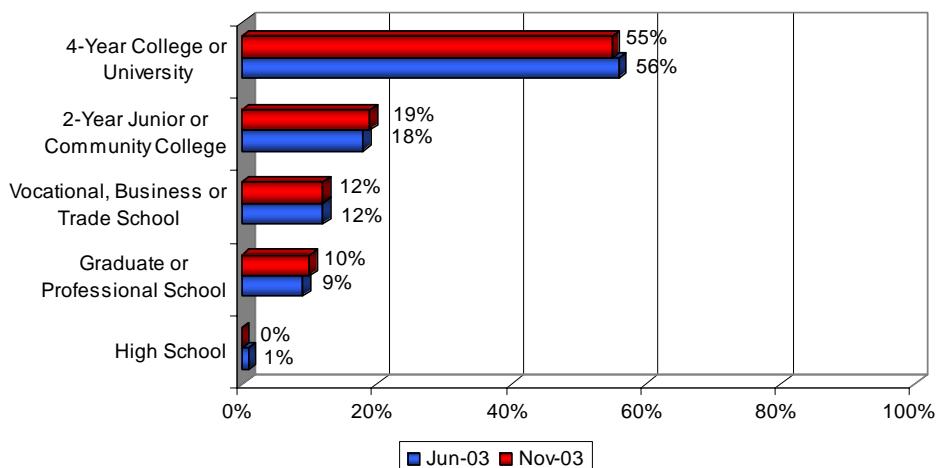
**You said you might be working. What type of job would you have?**



### **Type of School/College**

Of the 60% who reported they were planning to attend school (full-time or part-time), 55% indicated that they would like to attend a 4-year college or a university (56% in June 2003), while 19% stated that they would like to attend a two-year junior or community college (18% in June 2003).

**What kind of school or college would you like to attend?**



Almost all youth (87%) wanted to complete at least one year of college or vocational training. Of those, thirty-one percent indicated that at least some graduate school was their goal (34% in June 2003).

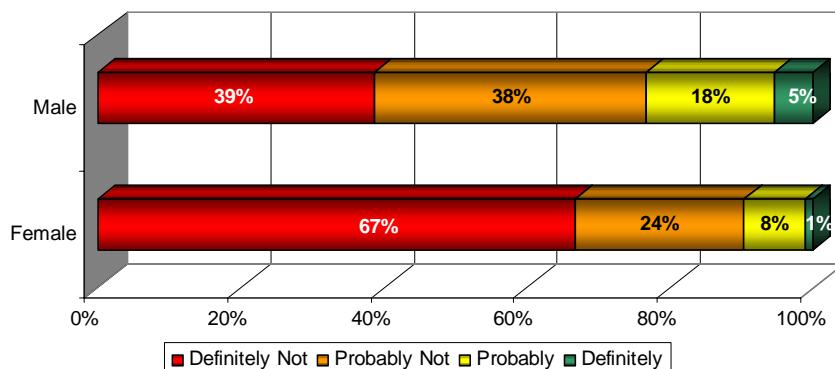
## PROPENSITY

As mentioned earlier, the primary goal of the Youth Polls is to answer the question, “*What is the propensity of American youth to enlist in the military?*” To measure propensity, youth were directly asked how likely (*Definitely*, *Probably*, *Probably Not*, and *Definitely Not*) they were to join the military and each of its branches and components. Youth who indicated ‘*Definitely*’ or ‘*Probably*’ were considered to be propensed.

### ***Propensity – General Active Duty***

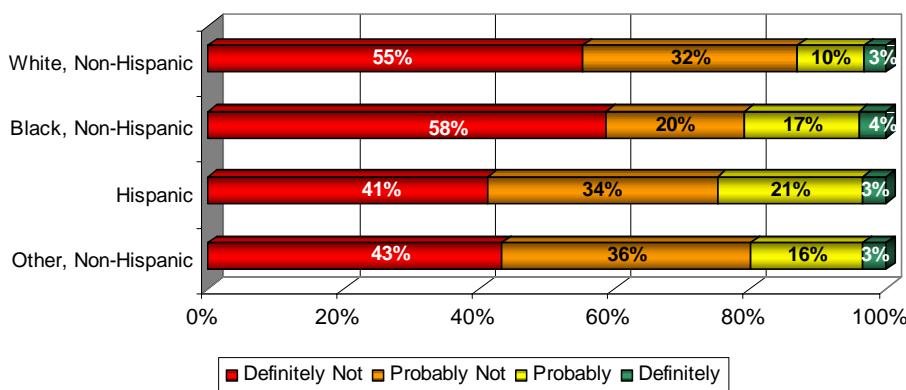
Overall, 23% (5% Definitely, 18% Probably) of males said it was likely they would serve (22% in June 2003). Females were less propensed, with only 10% saying it was likely that they would serve (1% Definitely, 8% Probably), compared to eight percent in June 2003.

**How likely is it that you will be serving in the military in the next few years?**



Hispanic youth had the highest level of military propensity, with 25% responding that they would either probably or definitely be serving in the military in the next few years (25% in June 2003). Further, Whites (13%; 12% in June 2003) were significantly less likely to be propensed than Others (19%; 17% in June 2003) or Blacks (21%; 16% in June 2003)<sup>3,4</sup>.

**How likely is it that you will be serving in the military in the next few years?**

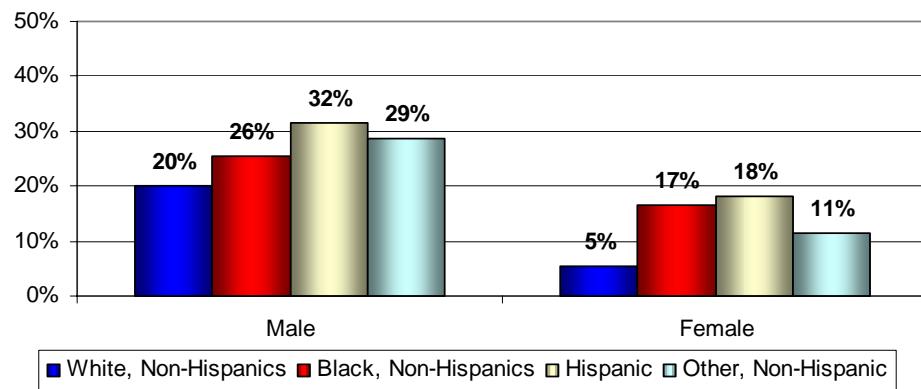


<sup>3</sup> All significant tests conducted with  $p < .05$  as threshold.

<sup>4</sup> Throughout this report, White, Non-Hispanic youth are also referred to as Whites; Black, Non-Hispanic youth are referred to as Blacks; and Other, Non-Hispanic youth are referred to as Others.

A similar propensity trend existed for the race/ethnic groups when examined independently for males and females. For males, Hispanics were significantly more propensed than Whites. For females, both Hispanics and Blacks were significantly more propensed than Whites.

**How likely is it that you will be serving in the military in the next few years?**

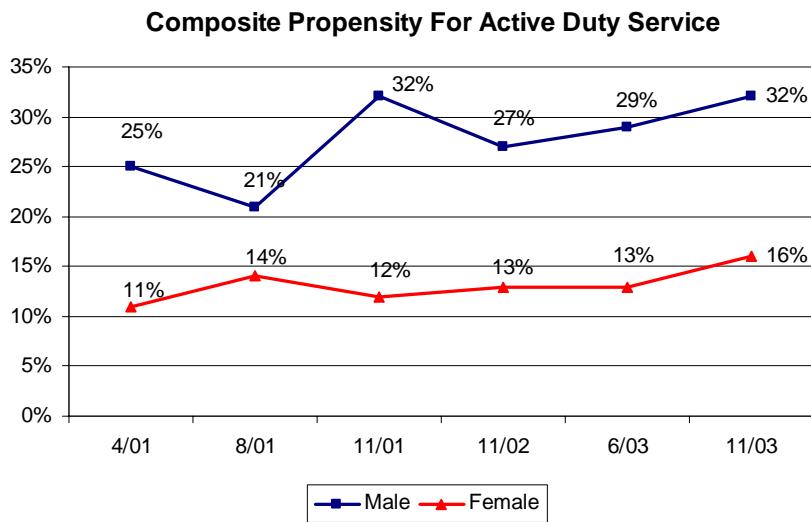


#### **Propensity – Service Specific and Composite Active Duty**

Following this question, youth were asked, “*How likely is it that you will be serving on active duty in the Army, Navy, Marine Corps, Air Force, or Coast Guard?*” Youth who responded that they would “definitely” or “probably” serve in a particular Service were categorized as propensed for that Service. Composite active duty propensity was also calculated from this set of questions and represents the proportion of youth who were propensed for at least one of the four active duty branches: Army, Navy, Marine Corps, and Air Force.

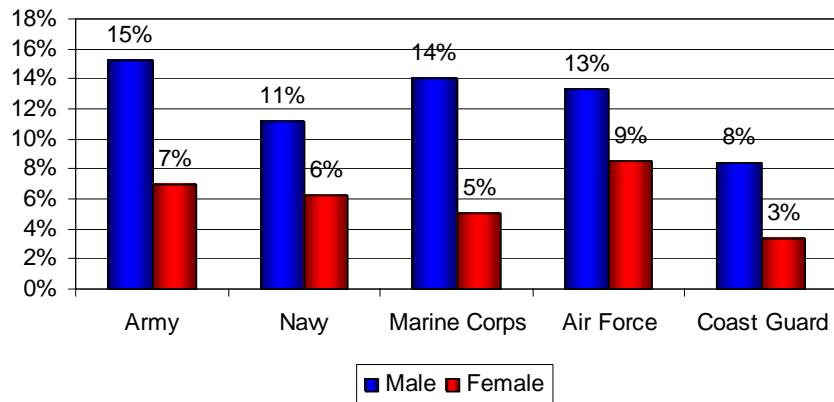
The composite propensity of males age 16 to 21 was 32% (29% in June 2003). Composite propensity for females was 16% (13% in June 2003). Although propensity increased for both males and females since June 2003, these changes are not statistically meaningful. Tracking the composite measure of propensity over the years shows that there has been some fluctuation with males’ propensity, but females’ propensity has been relatively consistent<sup>5</sup>.

<sup>5</sup> Comparisons with 2001 and 2002 Youth Poll results will be made throughout this report. However, these polls consisted of 15-21 year olds whereas 2003 Youth Polls consisted of only 16-21 year olds. The numbers provided from the 2001 and 2002 Youth Polls represent the responses from only the 16-21 subset to allow for more direct comparability. Users of past polls data and reports should be aware of this and note that statistics reported in this report may not directly match results published in the past reports or briefings.



Youth's propensity to serve on active duty in each of the individual branches remained stable since last measured in June 2003. Fifteen percent of males reported being likely to serve in the Army, 14% in the Marine Corps, 13% in the Air Force, 11% percent in the Navy, and 8% in the Coast Guard. Among females, propensity ranged from three to nine percent.

**How likely is it that you would serving in the Active Duty for:**



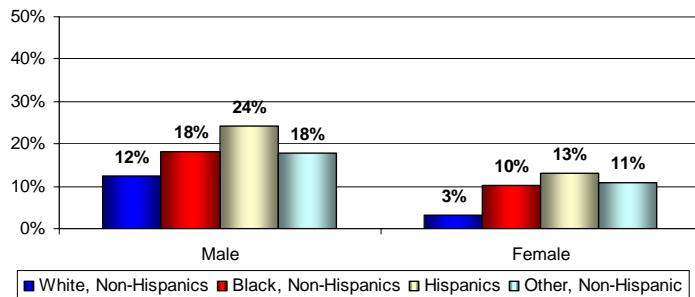
Among females, there were no significant differences in Service specific propensity across the four racial/ethnic groups. However, among males, there were differences when examining Service specific propensity across the four racial/ethnic groups.

Black males were more propense for the Air Force (22%) than they were for the other Services.

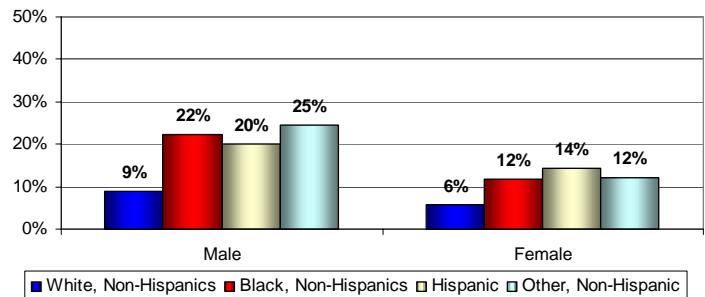
Hispanic males were more propense for the Marine Corps (25%), Army (24%), Navy (21%), and the Air Force (20%) than they were for the Coast Guard (18%).

White males were more propense for the Army (12%) than they were for the Marine Corps (11%), Air Force (9%), or the Navy (8%). White males were less propense for the Coast Guard (5%) than they were the other four Services.

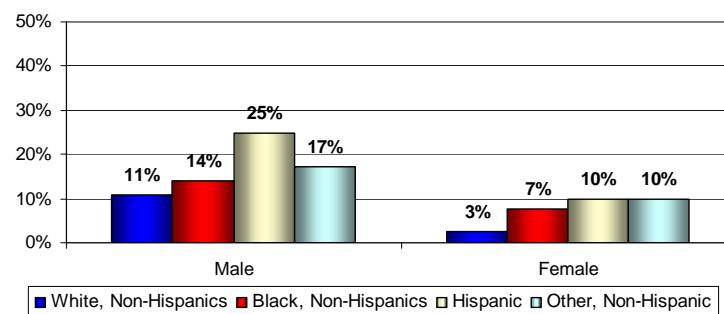
How likely is it that you will be serving in the Army in the next few years?



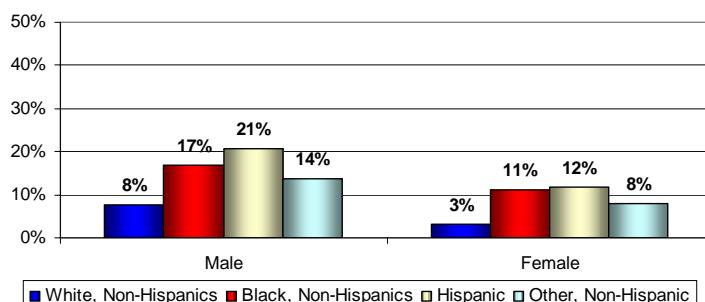
How likely is it that you will be serving in the Air Force in the next few years?



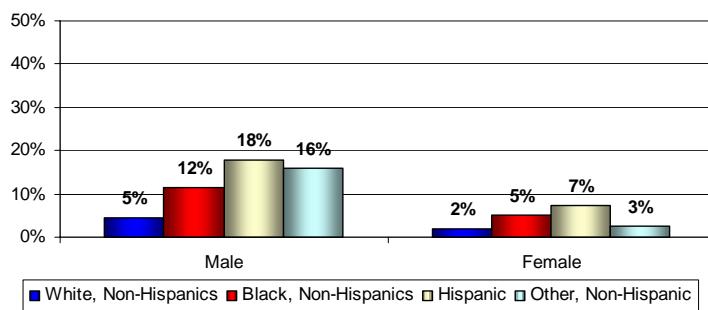
How likely is it that you will be serving in the Marine Corps in the next few years?



How likely is it that you will be serving in the Navy in the next few years?



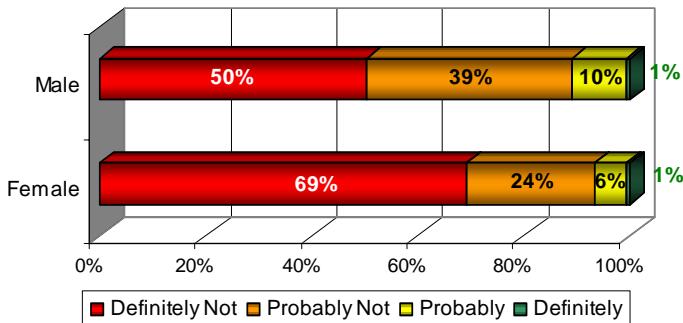
How likely is it that you will be serving in the Coast Guard in the next few years?



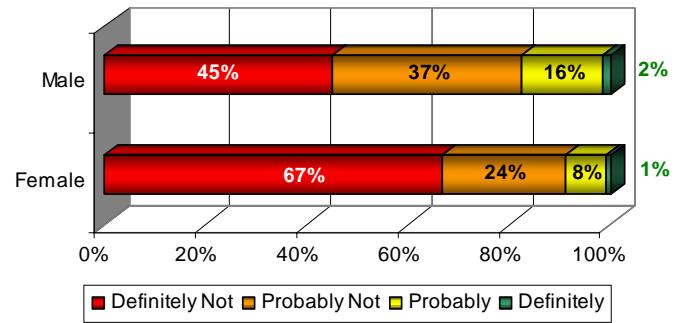
### Propensity - General National Guard and Reserves

Eleven percent of male youth said they were likely to serve in the National Guard (10% in June 2003). A significantly larger proportion of male youth (18%) in November 2003 reported being likely to serve in the Reserves than did in June 2003 (14%). Among female youth, six percent said they were likely to serve in the National Guard (5% in June 2003), while 9% said they were likely to serve in the Reserves (7% in June 2003).

How likely is it that you will be serving in the National Guard?

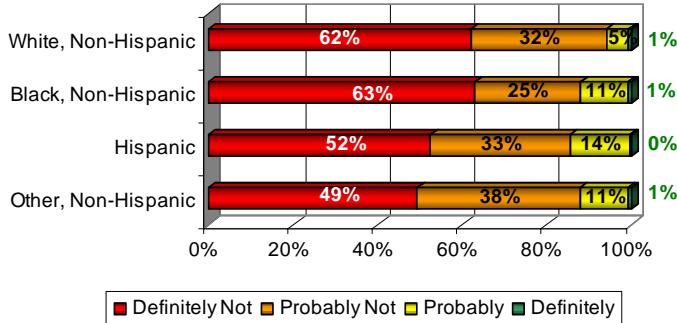


How likely is it that you will be serving in the Reserves?

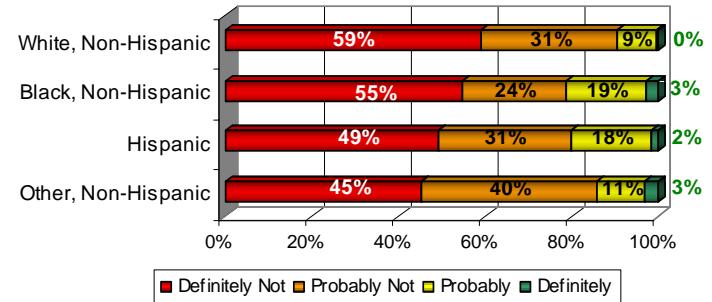


Hispanics had the highest propensity for serving in the National Guard (14% probably or definitely), while Blacks had the highest propensity for serving in the Reserves (21% probably or definitely). Only six percent of Whites reported being likely to serve in the National Guard, and only 10% of Whites reported being likely to serve in the Reserves.

How likely is it that you will be serving in the National Guard?



How likely is it that you will be serving in the Reserves?

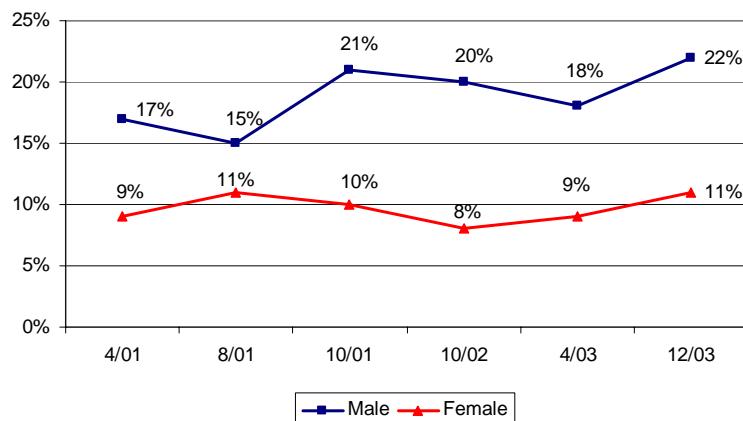


### Propensity – Composite Reserve and Component Specific

A second important indicator captured in the Youth Poll, composite propensity for Reserve Components, is calculated using the questions, “*How likely is it that you will be serving in the (Air National Guard, Army National Guard, Air Force Reserve, Army Reserve, Marine Corps Reserve, Naval Reserve, or Coast Guard Reserve)?*” Youth who responded that they would “definitely” or “probably” serve were categorized as propensed for that Component. Composite Reserve propensity is calculated as the proportion of youth that are propensed for at least one of the above mentioned Guard or Reserve Components (except for Coast Guard Reserve).

Composite Reserve propensity for males increased to 22%. Female Composite Reserve propensity significantly increased to 11% (9% in June 2003).

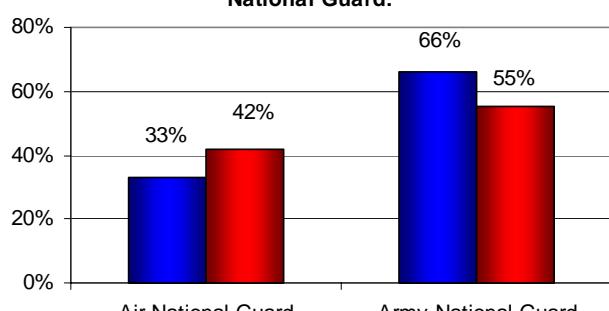
**Composite Propensity - Reserves (Trends)**



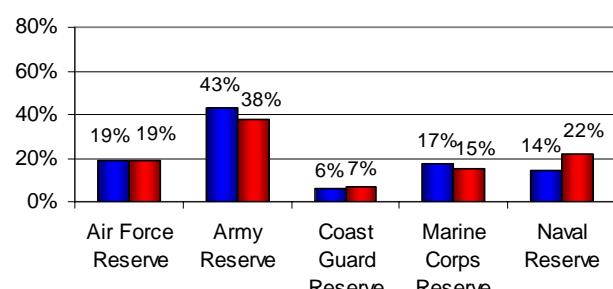
Of the male youth propensed toward the National Guard, 33% were likely to serve in the Air National Guard (44% in June 2003) and 66% in the Army National Guard (56% in June 2003). Among female youth, 42% were likely to serve in the Air National Guard (35% in June 2003) and 55% in the Army National Guard (65% in June 2003).

Of the male youth propensed toward the Reserves, 43% were propensed for the Army Reserve (40% in June 2003), followed by Air Force Reserve (19%; same as June 2003), the Marine Corps Reserve (17%; same as June 2003), the Naval Reserve (14%; 18% in June 2003), and the Coast Guard Reserve (6%; 5% in June 2003). Among female youth propensed toward the Reserves, 38% were propensed for the Army Reserve (37% in June 2003), 22% the Naval Reserve (16% in June 2003), 19% the Air Force Reserve (23% in June 2003), 15% the Marine Corps Reserve (11% in June 2003), and 7% the Coast Guard Reserve (11% in June 2003).

**How likely is it that you would serving in the National Guard:**



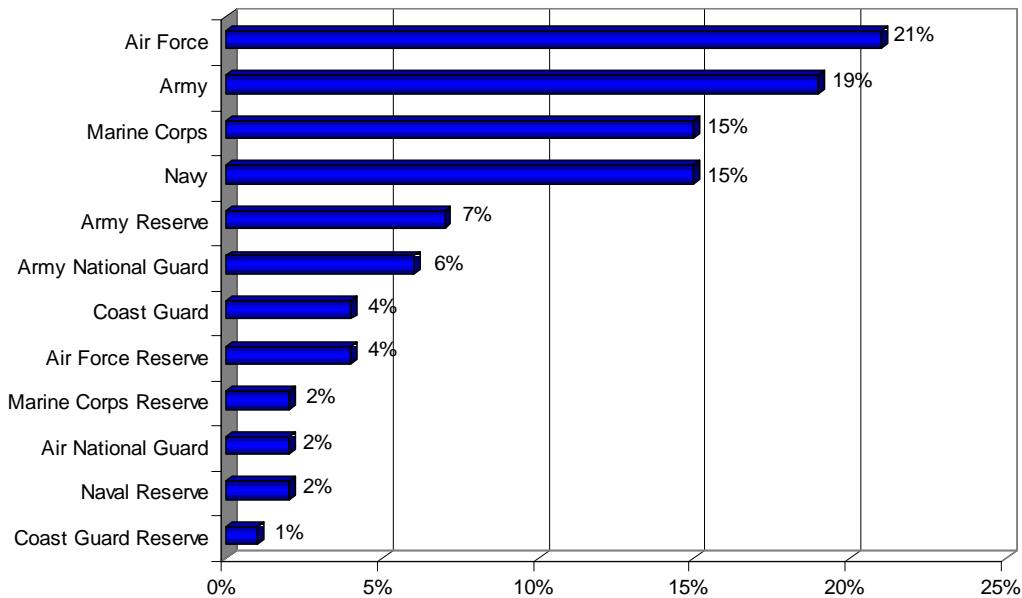
**How likely is it that you would serving in the Reserves:**



### **Selected More Than One Service**

Twenty one percent of youth reported being propensed for more than one military service. When probed further, 21% of these youth reported they would most likely serve in the Air Force. Nineteen percent indicated the Army, 15% the Navy, and 15% the Marine Corps.

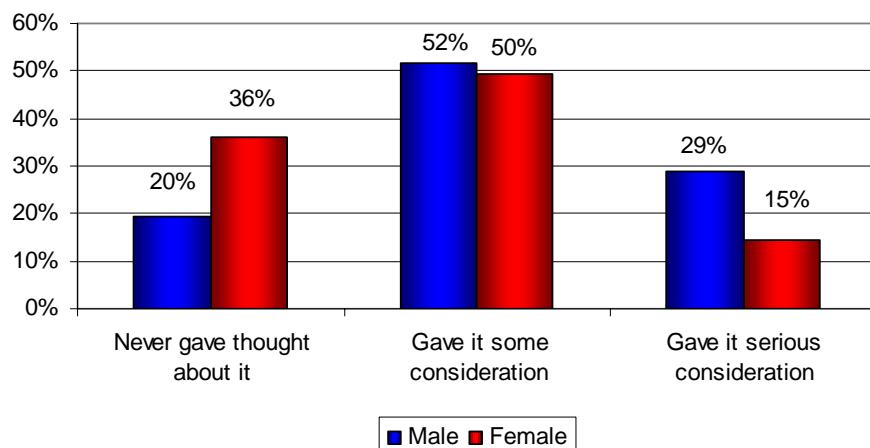
**You mentioned you might serve in more than one military service.  
Which service are you most likely to serve in?**



### **Considered Joining the Military**

Part of the challenge in getting youth to enlist in the military is getting them to even consider military service as a viable or realistic post-high school option. Before participating in the November 2003 Youth Poll, 52% of males reported they had given the possibility of joining some consideration and 29% of males had given it serious consideration. On the other hand, 20% had never considered it. Among females, 50% reported they had given it some consideration, 15% had given it serious consideration, while 36% had never thought about it.

**Before today, had you ever considered the possibility of joining the military?**



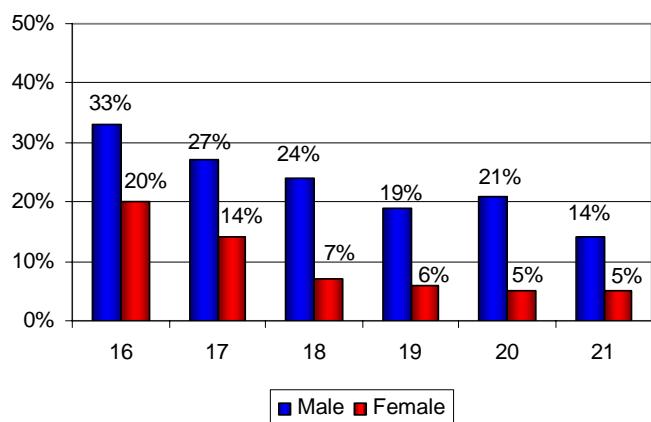
## PROPENSITY BY KEY DEMOGRAPHIC SEGMENTS

This area further examines general military propensity by key demographic variables such as age, geographic region, education, employment, and marital status.

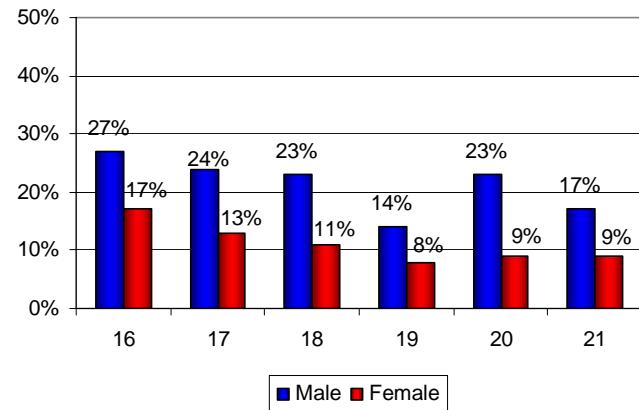
### *Age*

For both males and females, general military and Reserve propensity is highest among youth between the ages of 16 to 18. These results support the rationale behind DoD's expansion of its recruiting and advertising programs to include initiatives aimed at informing and influencing pre-prospect age youth.

**General Active Duty Propensity by Age and Gender**



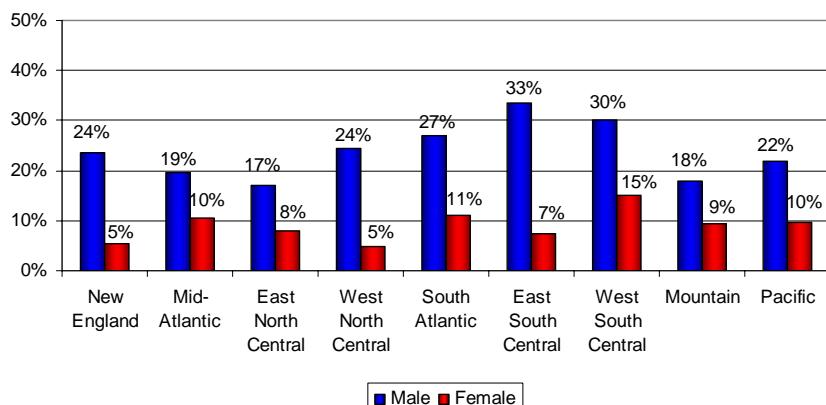
**Composite Reserve Propensity by Age and Gender**



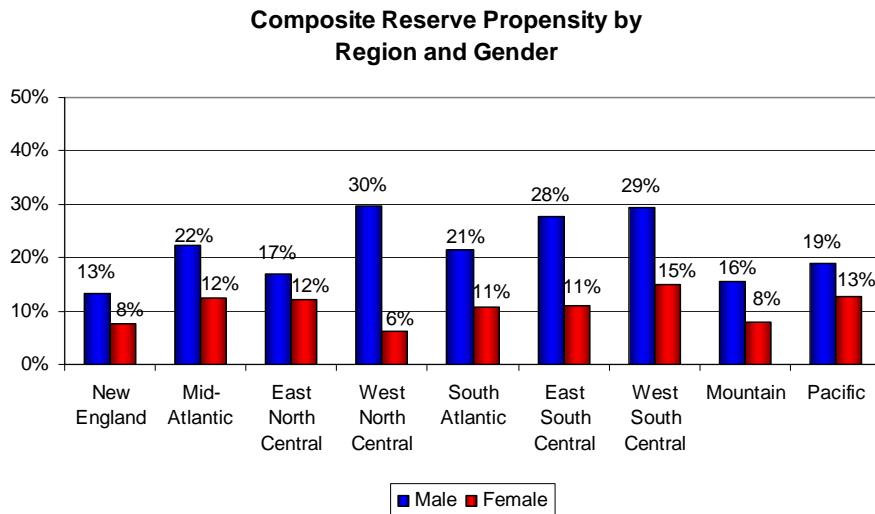
### *Geography*

Active Duty propensity levels among males were the highest in the East South Central (33%), West South Central (30%), South Atlantic (27%), New England (24%), and the West North Central (24%) regions. Among female youth, propensity was the highest in the West South Central (15%) and the South Atlantic (11%) regions. The regions with the largest discrepancies in propensity between males and females were the East South Central, West North Central, New England, and South Atlantic.

**General Active Duty Propensity by Region and Gender**



Reserve propensity levels were the highest for males in the West North Central (30%), the West South Central (29%), and the East South Central (28%) regions. Male propensity was lowest in the New England (13%) and Mountain (16%) regions. The West South Central region (15%) and the Pacific region (13%) had the highest levels of Composite Reserve propensity among female youth. The West North Central Region had the highest difference in propensity between males and females.



### ***Additional Demographics***

In addition to gender, race, age, and geographic region, propensity was also examined by other demographics such as education, employment, and marital status. The tables beginning on page 20 display the results in detail.

- For youth currently enrolled, lower levels of education were positively related to propensity.
- Youth who were unemployed were more likely to be propensed for the military (21%) than those working (13%). Similar results were found with Composite Reserve propensity: 19% of unemployed were propensed versus 14% of unemployed.
- Among those employed, the number of hours worked (on average) did not significantly relate to general military or Composite Reserve propensity.
- Marital status was related to propensity with those currently married being less likely to be propensed.

## Propensity by Demographics – Overall<sup>6</sup>

	U.S. Military %	Army %	Navy %	Marine Corps %	Air Force %	Coast Guard %	Natl Guard %	Res. %
<b>Age Group**</b>								
16 (n=782)	<b>26</b>	17	14	16	16	9	11	17
17 (n=759)	<b>21</b>	13	11	11	12	7	10	15
18 (n=484)	<b>15</b>	11	8	11	12	7	9	13
19 (n=351)	<b>12</b>	6	7	4	5	3	6	8
20 (n=342)	<b>13</b>	9	6	5	11	4	6	14
21 (n=299)	<b>9</b>	8	6	9	7	5	8	10
<b>Gender**</b>								
Male (n=1420)	<b>23</b>	15	11	14	13	8	11	18
Female (n=1597)	<b>10</b>	7	6	5	9	3	6	9
<b>Race**</b>								
White, non-Hispanic (n=1782)	<b>13</b>	8	6	7	7	3	6	10
African-American, non-Hispanic (n=459)	<b>21</b>	14	14	10	17	8	12	21
Hispanic (n=537)	<b>25</b>	19	16	17	17	13	14	20
Other, non-Hispanic (n=239)	<b>20</b>	14	11	14	18	9	12	14
<b>Geographic Region*</b>								
New England (n=102)	<b>15</b>	10	4	8	15	3	3	11
Mid-Atlantic (n=363)	<b>15</b>	10	7	7	10	6	10	15
East North Central (n=458)	<b>13</b>	9	6	9	7	4	7	12
West North Central (n=226)	<b>15</b>	6	7	5	7	4	13	10
South Atlantic (n=479)	<b>19</b>	12	10	10	13	7	9	12
East South Central (n=175)	<b>19</b>	21	8	10	12	6	10	18
West South Central (n=430)	<b>22</b>	14	13	11	14	8	10	18
Mountain (n=199)	<b>14</b>	8	7	11	10	3	6	10
Pacific (n=585)	<b>16</b>	11	11	11	12	8	9	13
<b>Marital Status**</b>								
Single and never have been married (n=2873)	<b>17</b>	11	9	10	11	6	9	13
Widowed (n=2)	-	-	-	-	-	-	-	-
Separated (n=17)	<b>20</b>	40	14	18	9	20	40	20
Divorced (n=5)	-	-	-	-	-	-	-	-
Married (n=108)	<b>6</b>	6	6	4	10	5	5	9
Something else (n=6)	-	-	-	-	-	-	-	-
<b>Employment Status**</b>								
Employed: Full-time/Part-time (n=1384)	<b>13</b>	8	7	8	9	5	8	12
Unemployed (n=1632)	<b>21</b>	15	11	12	13	7	10	15
<b>Hours work per week</b>								
1-9 hours (n=120)	<b>13</b>	6	6	7	8	2	6	12
10-24 hours (n=597)	<b>11</b>	7	6	6	8	3	6	11
25-34 hours (n=226)	<b>11</b>	8	7	8	9	2	8	13
35+ hours (n=429)	<b>15</b>	9	8	9	11	7	8	13
<b>Education (currently enrolled)**</b>								
Less than high school (n=29)	<b>0</b>	0	9	0	0	0	3	9
High school (n=1706)	<b>23</b>	15	12	13	14	8	10	16
College (n=566)	<b>7</b>	5	4	3	6	2	5	8
Graduate school (n=10)	<b>33</b>	0	0	0	41	0	24	-
Community college (n=45)	<b>5</b>	3	5	4	0	2	3	7
Vocational school (n=28)	<b>14</b>	0	0	12	6	2	2	0
<b>Education (highest level completed; not currently enrolled)</b>								
Less than high school (n=18)	<b>14</b>	9	11	24	4	0	15	6
High school (n=508)	<b>17</b>	11	9	10	12	7	10	14
College (n=74)	<b>5</b>	4	3	2	2	4	3	10
Graduate school (n=7)	-	-	-	-	-	-	-	-
Community college (n=15)	<b>19</b>	9	2	2	2	15	9	0
Vocational school (n=7)	-	-	-	-	-	-	-	-

<sup>6</sup> \*Differences between groups significant at 0.05 based on analysis of variance for General Military Propensity only.

\*\*Differences between groups significant at 0.05 based on analysis of variance for General Military Propensity and Reserve Composite Propensity.

- Percentages suppressed for subgroups with n < 10.

Detailed results of significance testing are in Appendix B.

## Propensity by Demographics – Males<sup>7</sup>

	<b>U.S. Military %</b>	<b>Army %</b>	<b>Navy %</b>	<b>Marine Corps %</b>	<b>Air Force %</b>	<b>Coast Guard %</b>	<b>Natl Guard %</b>	<b>Reserves %</b>
<b>Age Group**</b>								
16 (n=371)	<b>33</b>	22	17	21	19	11	13	22
17 (n=358)	<b>27</b>	17	12	16	15	8	13	18
18 (n=233)	<b>24</b>	17	11	16	14	10	12	19
19 (n=177)	<b>19</b>	9	12	8	6	6	7	12
20 (n=147)	<b>21</b>	14	8	8	16	8	7	21
21 (n=134)	<b>14</b>	11	6	13	9	7	11	12
<b>Race**</b>								
White, non-Hispanic (n=872)	<b>20</b>	12	8	11	9	5	8	14
African-American, non-Hispanic (n=193)	<b>26</b>	18	17	14	22	12	16	28
Hispanic (n=245)	<b>32</b>	24	21	25	20	18	17	25
Other, non-Hispanic (n=110)	<b>29</b>	18	14	17	25	16	10	12
<b>Geographic Region</b>								
New England (n=47)	<b>24</b>	18	3	15	19	5	3	13
Mid-Atlantic (n=167)	<b>19</b>	12	7	10	12	7	11	19
East North Central (n=223)	<b>17</b>	13	8	11	8	4	7	14
West North Central (n=105)	<b>24</b>	11	13	10	10	8	22	17
South Atlantic (n=226)	<b>27</b>	16	11	14	17	10	12	15
East South Central (n=72)	<b>33</b>	34	10	17	18	9	12	28
West South Central (n=199)	<b>30</b>	19	18	17	15	11	11	26
Mountain (n=94)	<b>18</b>	10	10	15	11	5	8	13
Pacific (n=287)	<b>22</b>	14	15	17	15	12	10	16
<b>Marital Status</b>								
Single and never have been married (n=1384)	<b>24</b>	15	11	14	13	8	11	17
Widowed (n=1)	-	-	-	-	-	-	-	-
Separated (n=6)	-	-	-	-	-	-	-	-
Divorced (n=1)	-	-	-	-	-	-	-	-
Married (n=23)	<b>10</b>	10	10	9	11	11	4	18
Something else (n=3)	-	-	-	-	-	-	-	-
<b>Employment Status*</b>								
Employed: Full-time/Part-time (n=644)	<b>19</b>	11	9	12	11	7	9	16
Unemployed (n=775)	<b>28</b>	20	14	17	16	10	12	20
<b>Hours work per week</b>								
1-9 hours (n=56)	<b>22</b>	5	8	13	6	4	9	16
10-24 hours (n=246)	<b>17</b>	10	11	8	11	4	8	15
25-34 hours (n=107)	<b>13</b>	10	4	11	11	3	7	15
35+ hours (n=228)	<b>23</b>	13	10	14	12	10	11	17
<b>Education (currently enrolled)**</b>								
Less than high school (n=16)	<b>0</b>	0	14	0	0	0	4	14
High school (n=808)	<b>28</b>	19	14	18	17	10	13	21
College (n=254)	<b>10</b>	7	5	6	8	3	5	10
Graduate school (n=6)	-	-	-	-	-	-	-	-
Community college (n=19)	<b>4</b>	0	9	4	0	0	0	9
Vocational school (n=11)	<b>29</b>	0	0	17	13	0	0	0
<b>Education (highest level completed; not currently enrolled)</b>								
Less than high school (n=12)	<b>18</b>	5	5	32	5	0	16	5
High school (n=245)	<b>28</b>	19	13	17	14	11	13	20
College (n=32)	<b>8</b>	7	1	1	1	6	4	14
Graduate school (n=4)	-	-	-	-	-	-	-	-
Community college (n=7)	-	-	-	-	-	-	-	-
Vocational school (n=4)	-	-	-	-	-	-	-	-

<sup>7</sup> \*Differences between groups significant at 0.05 based on analysis of variance for General Military Propensity only.

\*\*Differences between groups significant at 0.05 based on analysis of variance for General Military Propensity and Reserve Composite Propensity.

- Percentages suppressed for subgroups with n < 10.

Detailed results of significance testing are in Appendix B.

## Propensity by Demographics – Females<sup>8</sup>

	<b>U.S. Military %</b>	<b>Army %</b>	<b>Navy %</b>	<b>Marine Corps %</b>	<b>Air Force %</b>	<b>Coast Guard %</b>	<b>Natl Guard %</b>	<b>Reserves %</b>
<b>Age Group**</b>								
16 (n=411)	<b>20</b>	13	11	10	14	7	9	12
17 (n=401)	<b>14</b>	8	9	6	9	5	7	11
18 (n=251)	<b>7</b>	5	5	5	11	4	7	8
19 (n=174)	<b>6</b>	4	2	1	4	<1	6	5
20 (n=195)	<b>5</b>	4	3	3	6	1	5	8
21 (n=165)	<b>5</b>	5	5	5	6	4	5	8
<b>Race**</b>								
White, non-Hispanic (n=910)	<b>5</b>	3	3	3	6	2	4	5
African-American, non-Hispanic (n=266)	<b>17</b>	10	11	7	12	5	9	16
Hispanic (n=292)	<b>18</b>	13	12	10	14	7	11	15
Other, non-Hispanic (n=129)	<b>11</b>	11	8	10	12	3	14	16
<b>Geographic Region</b>								
New England (n=55)	<b>5</b>	2	4	1	11	2	2	8
Mid-Atlantic (n=196)	<b>10</b>	7	6	5	8	4	8	10
East North Central (n=235)	<b>8</b>	5	5	6	6	3	7	9
West North Central (n=121)	<b>5</b>	2	2	1	5	0	4	4
South Atlantic (n=253)	<b>11</b>	7	9	7	9	4	6	9
East South Central (n=103)	<b>7</b>	9	6	3	6	3	7	9
West South Central (n=231)	<b>15</b>	9	8	5	13	5	8	11
Mountain (n=105)	<b>9</b>	7	4	8	9	2	4	7
Pacific (n=298)	<b>10</b>	7	7	5	9	5	7	10
<b>Marital Status</b>								
Single and never have been married (n=1489)	<b>10</b>	7	6	5	8	3	6	9
Widowed (n=1)	-	-	-	-	-	-	-	-
Separated (n=11)	<b>0</b>	8	8	0	0	0	7	0
Divorced (n=4)	-	-	-	-	-	-	-	-
Married (n=85)	<b>4</b>	5	4	2	10	3	5	6
Something else (n=3)	-	-	-	-	-	-	-	-
<b>Employment Status**</b>								
Employed: Full-time/Part-time (n=740)	<b>7</b>	4	5	4	7	2	6	7
Unemployed (n=857)	<b>13</b>	9	8	7	10	5	7	11
<b>Hours work per week</b>								
1-9 hours (n=64)	<b>5</b>	8	4	0	9	1	4	7
10-24 hours (n=351)	<b>6</b>	5	3	4	5	3	5	7
25-34 hours (n=119)	<b>10</b>	6	9	6	7	2	9	10
35+ hours (n=201)	<b>6</b>	2	4	2	8	3	5	6
<b>Education (currently enrolled)**</b>								
Less than high school (n=13)	<b>0</b>	0	0	0	0	0	0	0
High school (n=989)	<b>16</b>	11	10	8	11	5	7	12
College (n=312)	<b>5</b>	3	3	1	5	2	5	7
Graduate school (n=4)	-	-	-	-	-	-	-	-
Community college (n=26)	<b>5</b>	5	1	4	-	4	5	4
Vocational school (n=17)	-	-	-	7	-	3	3	-
<b>Education (highest level completed; not currently enrolled)*</b>								
Less than high school (n=6)	-	-	-	-	-	-	-	-
High school (n=263)	<b>6</b>	4	5	5	10	3	8	8
College (n=42)	<b>3</b>	1	5	2	2	2	2	5
Graduate school (n=3)	-	-	-	-	-	-	-	-
Community college (n=8)	-	-	-	-	-	-	-	-
Vocational school (n=3)	-	-	-	-	-	-	-	-

<sup>8</sup> \*Differences between groups significant at 0.05 based on analysis of variance for General Military Propensity only.

\*\*Differences between groups significant at 0.05 based on analysis of variance for General Military Propensity and Reserve Composite Propensity.

-Percentages suppressed for subgroups with n < 10.

Detailed results of significant testing are in Appendix B.

## SUMMARY – FUTURE PLANS AND PROPENSITY

This section answered the first key research question regarding youth's military propensity. Overall, the patterns of the November 2003 Youth Poll were similar to those of the June 2003 Youth Poll.

When youth were asked what they would be doing once they finished high school, finished college, or in the next few years, going to school was cited the most, followed by working and joining the military. Sixty percent reported going to school, with most of these youth indicating a 4-year college or a university. A smaller proportion of youth (53%) were considering working full-time or part-time, with more than half of these youth citing a job that could be a long-term career. The smallest proportion of youth (5%) mentioned joining the military. Of the five percent who indicated that they planned on joining the military, 29% indicated they planned on joining the Army. 25% reported that the Air Force was the branch they planned on joining, 21% the Marine Corps, and 17% the Navy.

Overall, 23% of males said it was likely they would serve. Females were less propensed, with only nine percent saying it was likely that they would serve. Youth's propensity to serve on active duty in each of the individual branches has remained stable since last measured in June 2003. Fifteen percent of males reported being likely to serve in the Army, 14% in the Marine Corps, 13% of males in the Air Force, 11% percent in the Navy, and eight percent in the Coast Guard. Among females, propensity ranged from three to nine percent across the Services.

The Composite Reserve propensity of youth for serving in the National Guard or Reserves was 17%, 3-points higher than in June 2003. Composite Reserve propensity for males increased to 22% from 18% in June 2003, while female Composite Reserve propensity slightly increased to 11% (9% in June 2003). Among both males and females propensed to join the National Guard, a majority would join the Army National Guard. Among the Reserved services, a greater percentage of both males and females would join the Army Reserves than the other Services.

The results of the poll also reveal differences in propensity by demographic segments:

- *Gender*: Propensity for males was higher than for females (23%, 10% respectively)
- *Age*: Youth who are younger tended to have a higher propensity levels
- *Race*: Hispanic youth reported the highest level (25%), while White youth reported the lowest (13%)
- *Geographic Region*: Youth who live in the East and West South Central and the South Atlantic reported a higher propensity level than youth from other regions
- *Employment Status*: Unemployed youth had a higher propensity level than youth who were employed (21%, 13% respectively)

### SECTION III. YOUTH ATTITUDES TOWARD THE MILITARY, ECONOMIC CONDITIONS AND CURRENT EVENTS

This section answers the second research question concerning youth's attitudes toward the military, economic conditions, and current events. According to the theoretical model used in the Youth Polls, one's attitude toward a behavior greatly influences one's intention to perform that behavior. Thus, it is important to track youth's attitudes in order to better understand their propensity toward joining the military and its branches and Components. With regard to youth attitudes, the November 2003 Youth Poll measured the following:

- Favorability toward the military
- Knowledge of the military
- Perceptions of how good, wise, and beneficial joining the military would be
- Perceptions of the war on terrorism
- Perceptions of the current and future economic situation

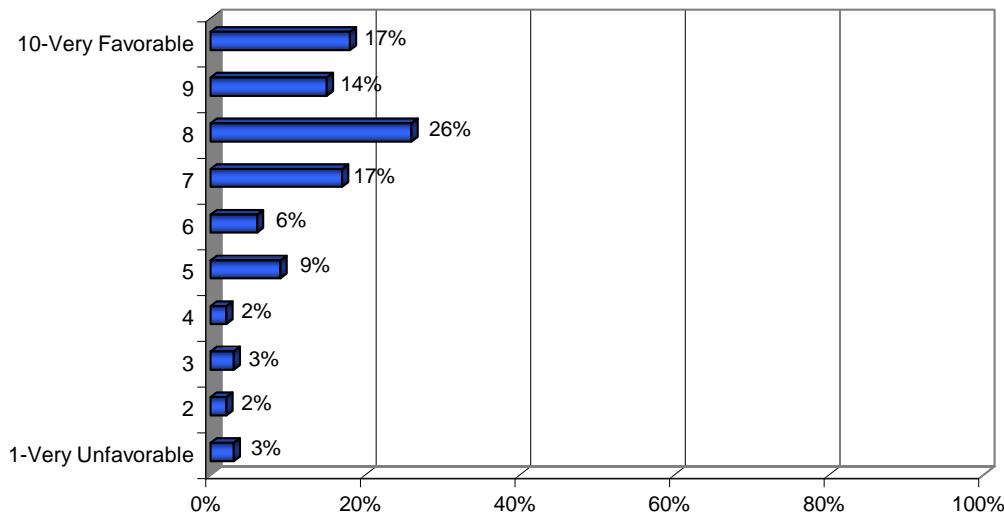
#### FAVORABILITY

To understand the general trend of youth's attitudes toward the military, the Youth Polls included a measure of youth's favorability toward the military and its Services. These questions asked youth to rate their overall favorability of the military and its individual Components on a 10-point scale.

##### *Military (Overall)*

Overall, youth had a positive view of the military, as they gave it a mean rating of 7.4 on a 10-point scale, down from 7.8 in June 2003. Fifty-eight percent of youth rated it an 8 or higher, nine percentage points lower than in June 2003.

**Using a 10 point scale where 1 means very unfavorable and 10 means very favorable, please rate the U.S. Military**



### ***Favorability by Service and Component***

As the following table shows, the overall rating for the U.S. military is 7.4, which declined from 7.8 in the June 2003 Youth Poll. The Air Force (7.5) and Marine Corps (7.4) remained more favorably viewed as compared to the other Services and Components. Ratings for all of the Services and Components decreased from the June 2003 Youth Poll.

### **Favorability by Service and Component**

Service	Mean Rating November 2001	Mean Rating November 2002	Mean Rating June 2003	Mean Rating November 2003
<b>US Military</b>	<b>8.4</b>	<b>7.3</b>	<b>7.8</b>	<b>7.4</b>
Army	8.3	7.1	7.5	7.2
Navy	8.3	7.2	7.6	7.2
Marine Corps	8.4	7.2	7.7	7.4
Air Force	8.6	7.6	7.8	7.5
Coast Guard	8.0	6.8	7.2	6.8
Reserves	8.2	7.1	7.3	7.2
National Guard	8.2	7.1	7.4	7.1

### ***Favorability by Demographics***

The table on the following page displays mean favorability ratings by demographic segments. There was some variability within the segments. Some of the differences include the following:

- *Race*: White (Non-Hispanic) youth rated the U.S. military the highest (7.5), while Black (Non-Hispanic) youth rated the military the lowest (6.9).

## Favorability by Demographics<sup>9</sup>

	<b>U.S. Military %</b>	<b>Army %</b>	<b>Navy %</b>	<b>Marine Corps %</b>	<b>Air Force %</b>	<b>Coast Guard %</b>	<b>Natl Guard %</b>	<b>Res. %</b>
<b>Age</b>								
16 (n=782)	<b>7.5</b>	7.4	7.3	7.4	7.5	6.7	7.1	7.1
17 (n=759)	<b>7.3</b>	7.2	7.2	7.2	7.5	6.6	7.1	7.1
18 (n=484)	<b>7.5</b>	7.2	7.2	7.3	7.6	6.8	7.2	7.2
19 (n=351)	<b>7.5</b>	7.3	7.3	7.3	7.6	6.8	7.2	7.2
20 (n=342)	<b>7.2</b>	7.3	7.3	7.4	7.6	7.0	7.3	7.5
21 (n=299)	<b>7.3</b>	7.0	7.1	7.6	7.5	7.1	7.0	7.0
<b>Gender</b>								
Male (n=1420)	<b>7.4</b>	7.1	7.1	7.4	7.5	6.6	6.9	7.0
Female (n=1597)	<b>7.3</b>	7.4	7.4	7.3	7.6	7.0	7.4	7.4
<b>Race*</b>								
White, Non-Hispanic (n=1782)	<b>7.5</b>	7.3	7.3	7.5	7.6	7.0	7.3	7.3
Black, Non-Hispanic (n=459)	<b>6.9</b>	6.8	6.9	6.7	7.2	6.1	6.7	6.8
Hispanic (n=537)	<b>7.4</b>	7.4	7.3	7.4	7.5	6.7	7.1	7.2
Other, Non-Hispanic (n=239)	<b>7.3</b>	6.8	6.9	7.1	7.3	6.5	6.8	6.8
<b>Race By Gender*</b>								
White, Non-Hispanic (Male) (n=872)	<b>7.6</b>	7.2	7.2	7.5	7.5	6.8	7.0	7.1
Black, Non-Hispanic (Male) (n=193)	<b>6.9</b>	6.7	6.9	6.8	7.4	6.1	6.7	6.8
Hispanic (Male) (n=245)	<b>7.3</b>	7.1	7.2	7.4	7.5	6.6	6.9	7.0
Other, Non-Hispanic (Male) (n=110)	<b>7.3</b>	6.4	6.5	7.0	7.3	6.2	6.4	6.3
White, Non-Hispanic (Female) (n=910)	<b>7.5</b>	7.4	7.5	7.5	7.7	7.3	7.6	7.5
Black, Non-Hispanic (Female) (n=266)	<b>6.8</b>	6.8	6.9	6.6	7.0	6.1	6.6	6.8
Hispanic (Female) (n=292)	<b>7.4</b>	7.7	7.4	7.4	7.6	6.9	7.3	7.5
Other, Non-Hispanic (Female) (n=129)	<b>7.2</b>	7.3	7.3	7.3	7.2	6.7	7.3	7.3
<b>Geographic Region</b>								
New England (n=102)	<b>7.3</b>	7.2	7.3	7.3	7.4	7.2	7.1	6.9
Mid-Atlantic (n=363)	<b>7.3</b>	7.3	7.2	7.3	7.6	6.7	7.1	7.2
East North Central (n=458)	<b>7.3</b>	7.3	7.1	7.3	7.4	6.7	7.1	7.2
West North Central (n=226)	<b>7.4</b>	7.3	7.4	7.6	7.5	6.9	7.5	7.4
South Atlantic (n=479)	<b>7.3</b>	7.2	7.2	7.1	7.5	6.8	7.2	7.2
East South Central (n=175)	<b>7.8</b>	7.6	7.6	7.8	8.0	7.0	7.4	7.4
West South Central (n=430)	<b>7.5</b>	7.1	7.3	7.4	7.6	6.6	7.0	7.1
Mountain (n=199)	<b>7.5</b>	7.3	7.2	7.7	7.4	7.1	7.2	7.2
Pacific (n=585)	<b>7.3</b>	7.0	7.2	7.3	7.5	6.9	7.0	7.1
<b>Marital Status</b>								
Single and have never been married (n=2873)	<b>7.4</b>	7.2	7.2	7.4	7.5	6.8	7.1	7.2
Separated (n=17)	<b>7.7</b>	8.3	7.8	7.8	7.9	7.7	8.1	7.8
Divorced (n=5)	-	-	-	-	-	-	-	-
Married (n=108)	<b>7.2</b>	7.2	7.4	7.2	7.8	7.3	7.3	7.1
<b>Employed Full/Part Time</b>								
Yes (n=1384)	<b>7.3</b>	7.1	7.2	7.3	7.4	6.8	7.1	7.2
No (n=1632)	<b>7.5</b>	7.3	7.3	7.4	7.6	6.8	7.2	7.2
<b>Hours Worked per Week</b>								
1-9 (n=120)	<b>7.1</b>	6.9	7.0	7.1	7.2	6.8	7.1	7.0
10-24 (n=597)	<b>7.4</b>	7.1	7.3	7.4	7.4	6.9	7.2	7.2
25-34 (n=226)	<b>7.0</b>	7.2	7.1	7.2	7.2	6.8	7.1	7.0
35+ (n=429)	<b>7.4</b>	7.1	7.2	7.4	7.5	6.8	7.1	7.2

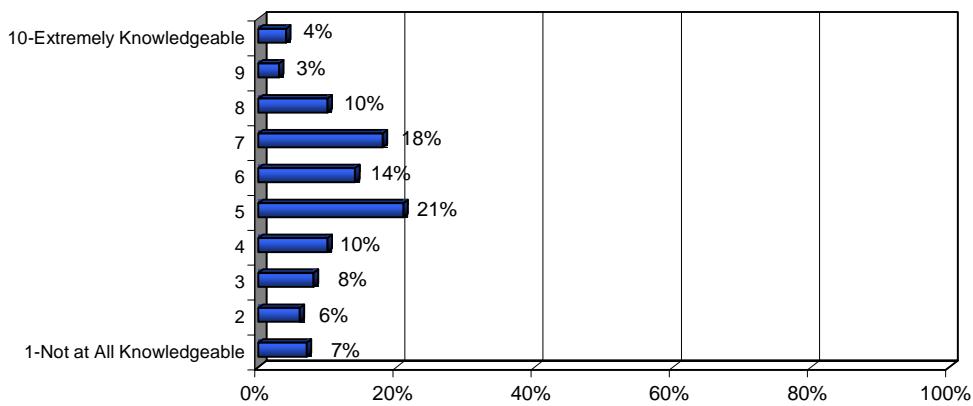
## Favorability Demographics (Continued)<sup>9</sup>

	U.S. Military %	Army %	Navy %	Marine Corps %	Air Force %	Coast Guard %	Natl Guard %	Res. %
<b>Education (Current Enrolled)</b>								
Less than High School (n=29)	6.5	6.3	6.8	6.8	6.5	7.2	6.5	7.1
High School Graduate (n=1706)	7.4	7.3	7.2	7.3	7.5	6.7	7.1	7.1
College (n=566)	7.3	7.0	7.2	7.4	7.6	7.1	7.1	7.1
Graduate School (n=10)	6.0	5.5	5.5	5.4	6.7	5.9	5.6	6.1
Community College (n=45)	7.7	7.6	7.6	7.8	7.9	7.2	7.7	7.9
Vocational School (n=28)	6.6	6.0	6.8	7.6	7.4	6.1	6.3	6.5
<b>Education (Highest Completed)*</b>								
Less than High School (n=18)	7.7	8.2	7.5	8.6	7.3	6.0	6.7	6.9
High School Graduate (n=508)	7.4	7.3	7.3	7.4	7.6	6.8	7.3	7.4
College (n=74)	7.4	7.1	7.3	7.3	7.6	7.3	7.0	6.8
Graduate School (n=7)	-	-	-	-	-	-	-	-
Community College (n=15)	8.6	8.3	8.2	7.7	8.7	8.7	8.4	8.2
Vocational School (n=7)	-	-	-	-	-	-	-	-

## MILITARY KNOWLEDGE

To better understand the level of familiarity that youth have with the military, a question about their knowledge was also included in the Youth Polls. This question asked youth to rate their knowledge of the military on a 10-point scale. This measure revealed that youth did not feel they had a great deal of knowledge about the military, as evidenced by a mean score of 5.4. This mean rating is 0.2 lower than what was observed in June 2003, but 0.3 higher than October 2002. Overall, only 4% of youth considered themselves to be “extremely knowledgeable,” while 7% thought they were “not at all knowledgeable.”

**How knowledgeable are you about the U.S. Military?**  
(1-not at all knowledgeable to 10-extremely knowledgeable)



<sup>9</sup> \*Differences between groups significant at 0.05 based on analysis of variance for U.S. military favorability.

- Percentages suppressed for subgroups with n < 10.

Detailed results of significance testing are in Appendix B.

### **Knowledge by Demographics**

The table below displays mean knowledge ratings by demographic segments. There was some variability within the segments. Some of the differences include the following:

- *Age*: Younger youth (i.e., ages 16 to 18) reported a lower knowledge rating than older youth (i.e., ages 19 to 21).
- *Gender*: Males reported a higher knowledge rating than females (5.7, 5.0 respectively).

### **Knowledge by Demographics<sup>10</sup>**

	Mean Knowledge Rating
<b>Age*</b>	
16 (n=782)	5.2
17 (n=759)	5.2
18 (n=484)	5.2
19 (n=351)	5.7
20 (n=342)	5.5
21 (n=299)	5.6
<b>Gender*</b>	
Male (n=1420)	5.7
Female (n=1597)	5.0
<b>Race</b>	
White, Non-Hispanic (n=1782)	5.4
Black, Non-Hispanic (n=459)	5.6
Hispanic (n=537)	5.3
Other, Non-Hispanic (n=239)	5.2
<b>Race By Gender*</b>	
White, Non-Hispanic (Male) (n=872)	5.8
Black, Non-Hispanic (Male) (n=193)	5.7
Hispanic (Male) (n=245)	5.6
Other, Non-Hispanic (Male) (n=110)	5.5
White, Non-Hispanic (Female) (n=910)	4.9
Black, Non-Hispanic (Female) (n=266)	5.5
Hispanic (Female) (n=292)	5.0
Other, Non-Hispanic (Female) (n=129)	4.9

## Knowledge by Demographics (Continue)<sup>10</sup>

	Mean Knowledge Rating
<b>Geographic Region</b>	
New England (n=102)	5.0
Mid-Atlantic (n=363)	5.5
East North Central (n=458)	5.3
West North Central (n=226)	5.5
South Atlantic (n=479)	5.5
East South Central (n=175)	5.6
West South Central (n=430)	5.5
Mountain (n=199)	5.4
Pacific (n=585)	5.2
<b>Marital Status</b>	
Single and have never been married (n=2873)	5.4
Widowed (n=2)	-
Separated (n=17)	5.6
Divorced (n=5)	-
Married (n=108)	5.2
Something Else (n=6)	-
<b>Employed Full/Part time</b>	
Yes (n=1384)	5.5
No (n=1632)	5.3
<b>Hours Worked per Week*</b>	
1-9 (n=120)	4.7
10-24 (n=597)	5.4
25-34 (n=226)	5.3
35+ (n=429)	5.7
<b>Education (Current Enrolled)*</b>	
Less than High School (n=29)	5.1
High School Graduate (n=1706)	5.3
College (n=566)	5.6
Graduate School (n=10)	6.1
Community College (n=45)	5.0
Vocational School (n=28)	5.1
<b>Education (Highest Completed)</b>	
Less than High School (n=18)	4.7
High School Graduate (n=508)	5.4
College (n=74)	5.3
Graduate School (n=7)	-
Community College (n=15)	4.9
Vocational School (n=7)	-

<sup>10</sup> \*Differences between groups significant at 0.05 based on analysis of variance for U.S. military knowledge.

- Percentages suppressed for subgroups with n < 10.

Detailed results of significance testing are in Appendix B.

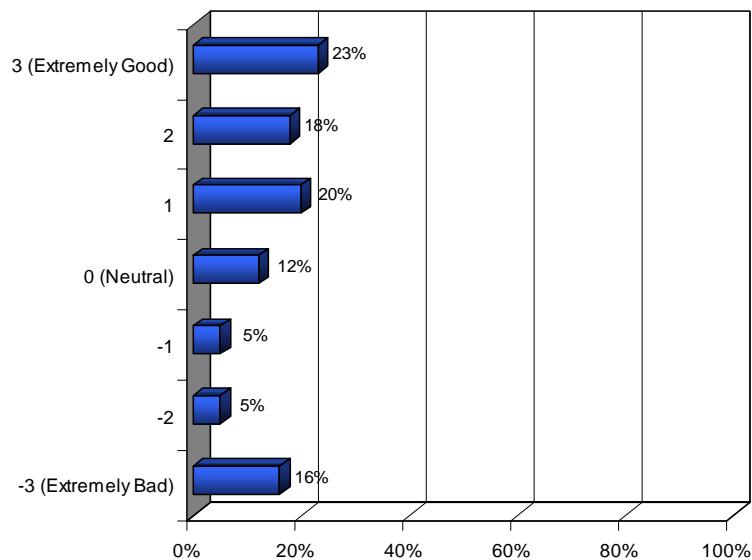
## ATTITUDE TOWARD BEHAVIOR

Youth were asked to evaluate their attitudes with regard to how good, wise, and beneficial joining the military would be.

### *Good or Bad to Join the Military*

Youth were asked to rate how good or bad joining the military would be using a scale where +3 is 'Extremely Good' and -3 indicates 'Extremely Bad.' The mean rating was slightly above neutral (+.61). More than half (61%) rated joining the military as "good" (+1, +2, or +3), while 27% rated it as "bad" (-1, -2, or -3).

**Imagine that you have just decided to join the US military.  
How "good" would you rate this decision?**



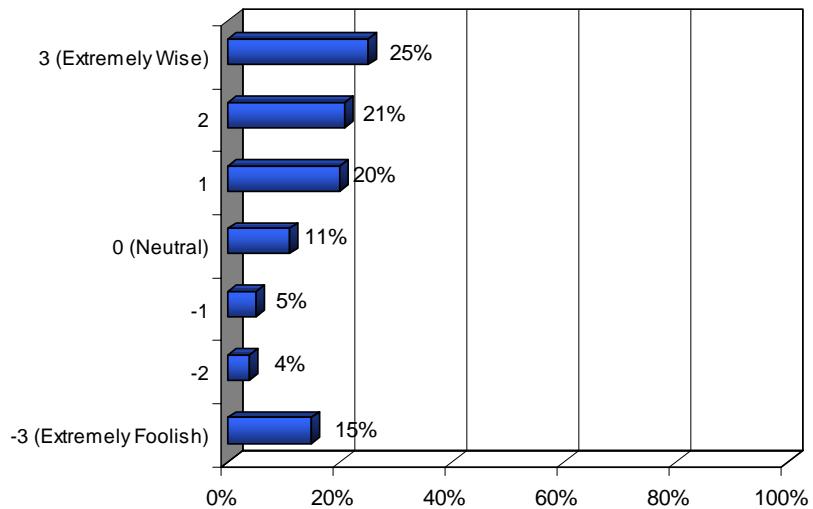
### How "good" would you rate the decision to join the military? (by Race)

	Mean Rating	-3 (Extremely Bad) (%)	-2 (%)	-1 (%)	0 (%)	1 (%)	2 (%)	3 (Extremely Good) (%)
White	0.81	16	5	5	13	23	19	19
Black	0.62	22	4	4	8	14	15	32
Hispanic	1.21	14	5	5	8	19	17	31
Other	0.82	16	3	8	16	17	19	22

### **Wise or Foolish to Join the Military**

Youth were asked to rate how wise or foolish joining the military would be using a scale where +3 is ‘Extremely Wise’ and –3 indicates ‘Extremely Foolish.’ Similar to youth’s ratings on how good joining the military is, the mean rating was also only slightly above neutral (+.77). Two-thirds (65%) rated the joining the military as “wise” (+1, +2, or +3), while 24% rated it as “foolish” (-1, -2, or -3).

**Imagine that you have just decided to join the US military.  
How "wise" would you rate this decision?**



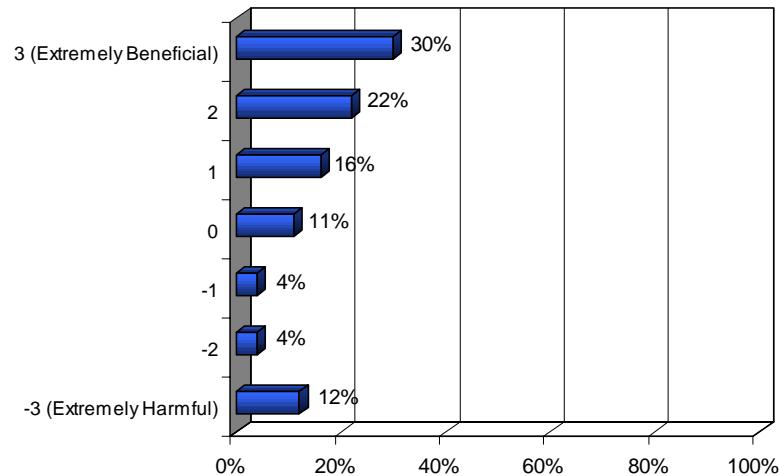
### **How “wise” would you rate the decision to join the military? (by Race)**

	Mean Rating	-3 (Extremely Foolish) (%)	-2 (%)	-1 (%)	0 (%)	1 (%)	2 (%)	3 (Extremely Wise) (%)
White	0.99	13	3	5	13	21	23	21
Black	0.61	23	4	5	5	16	12	35
Hispanic	0.95	17	4	3	8	19	20	29
Other	0.78	15	3	7	16	13	19	27

### ***Beneficial or Harmful to Join the Military***

Youth were asked to rate how beneficial or harmful joining the military would be using a scale where +3 is ‘Extremely Beneficial’ and –3 is ‘Extremely Harmful.’ Youth viewed joining the military as beneficial, as the mean rating slightly positive (+1.0). Over two-thirds (68%) rated joining as “beneficial” (+1, +2, or +3), while 21% rated it as “harmful” (-1, -2 or -3).

**Imagine that you have just decided to join the US military.  
How "beneficial" would you rate this decision?**



### **How “beneficial” would you rate the decision to join the military? (by Race)**

	Mean Rating	-3 (Extremely Bad) (%)	-2 (%)	-1 (%)	0 (%)	1 (%)	2 (%)	3 (Extremely Good) (%)
White	1.14	9	4	5	13	17	25	27
Black	0.67	24	4	4	4	11	18	34
Hispanic	1.46	12	6	3	8	15	16	39
Other	1.43	10	4	5	13	19	22	26

## ECONOMIC INDICATORS

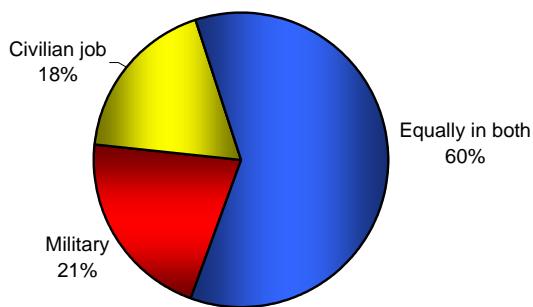
Youth's perceptions of the economy and job environment are important factors related to their propensity toward joining the military.

### ***Good Paying Jobs***

When asked if individuals are more likely to have a good paying job in the military, in a civilian job, or equally in both, 60% of youth felt that individuals are just as likely to have a good paying job in the military as they are in the civilian sector. Twenty-one percent felt that individuals are more likely to have a good paying job in the military, and 18% felt that individuals are more likely to have a good paying civilian job.

When observed across race/ethnicity, Black youth and Hispanic youth were more likely to believe a higher paying job could be found in the military than in a civilian occupation.

**Are individuals more likely to have a good paying job in the military, in a civilian job, or equally in both?**

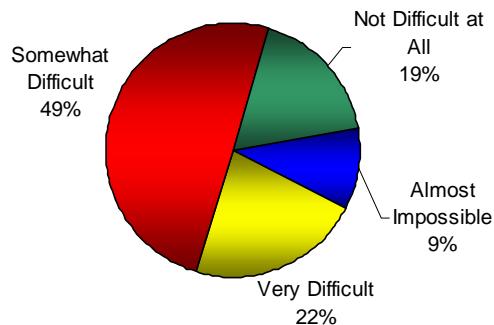


	Military (%)	Civilian Job (%)	Equally in both (%)
White	19	21	59
Black	22	10	67
Hispanic	23	13	62
Other	22	26	52

### ***Finding a Job***

When asked how difficult it is for someone their age to get a full-time job in their community, half of youth (49%) reported that it is somewhat difficult. Twenty-two percent indicated that it is very difficult, but 19% reported that it is not difficult at all. Black youth were most likely to believe that finding a full-time job would be almost impossible or very difficult (41%).

**How difficult is it for someone your age to get a full-time job?**

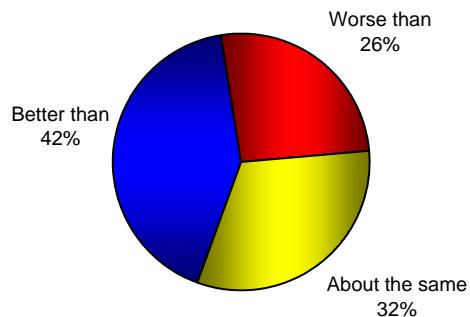


	Almost Impossible (%)	Very Difficult (%)	Somewhat Difficult (%)	Not Difficult at All (%)
White	9	20	50	19
Black	13	28	42	15
Hispanic	8	21	50	19
Other	7	24	48	19

## ***Economic Outlook***

Forty-two percent of youth felt that the economy will be better four years from now, compared to 47% in June 2003. White and Other youth were most optimistic among the race/ethnic groups.

**Four years from now, do you think the economy will be better than, worse than, or about the same as it is today?**



	Better (%)	Worse (%)	About the same (%)
White	46	24	30
Black	30	35	34
Hispanic	35	24	40
Other	44	27	29

## **CURRENT EVENTS**

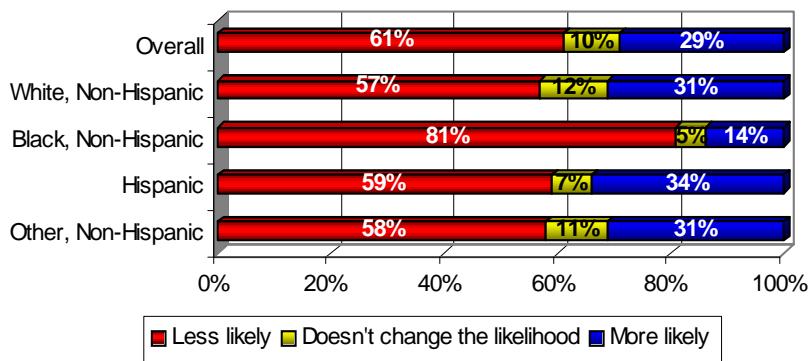
The November 2003 Youth Poll asked youth to describe the effect that the current war on terrorism has had on their likelihood to join the military.

### ***War on Terrorism***

The study results indicated that the war on terrorism has had a positive effect on 29% of youth while it has had a negative effect on 61%. Ten percent said the war on terrorism has not changed their likelihood of joining the military.

Among race/ethnic groups, 81% of Black youth said the war on terrorism has made them less likely to join the military, compared to 57% of White youth, 59% of Hispanic youth, and 58% of Other youth.

**Does the current situation with the war on terrorism make you more likely or less likely to join the military?**



## **SUMMARY – YOUTH ATTITUDE TOWARD THE MILITARY, ECONOMIC CONDITIONS AND CURRENT EVENTS**

This section answered the second key research question concerning the attitudes that youth have toward the military, economic conditions, and current events. According to the theoretical model used in the Youth Polls, one's attitude toward a behavior greatly influence their intention to perform that behavior. Thus, it is important to measure youth's attitudes in order to fully understand their propensity toward joining the military and its Services and Components. Overall, the patterns of youth attitudes in the November 2003 Youth Poll were very similar to those of the June 2003 Youth Poll.

In the November 2003 Youth Poll, youth reported a positive view of the military although they admittedly reported that they are not very knowledgeable about it. The mean favorability rating was 7.4, while the mean military knowledge rating was 5.4 (5.6 in June 2003). Both scores were measured on a 10-point scale.

With regard to youth's favorability toward the military's Services and Components, the Air Force received the highest average rating (7.6), followed by the Marine Corps (7.4). Ratings for all of the Services and Components decreased from the June 2003 Youth Poll.

In general, most youth viewed joining the military as a positive decision. Over 60% of youth indicated that joining the military would be good, wise, or beneficial. However, about one-fifth believed that it would be a bad, foolish, or harmful decision.

Perceptions of military pay and difficulty in finding a full-time job appear to be helping recruiting. Youth reported positive impressions about military pay, as 60% felt that individuals were just as likely to have a good paying job in the military as they were in a civilian job. In addition, about a third of youth believed that finding a full-time job would be very difficult or almost impossible and half reported that it would be somewhat difficult. Even though many youth viewed the task of finding a job in today's economy as difficult, 42% believed that the economy four years from now will be better than it is today.

Not surprisingly, the war on terrorism has had an effect on youth's likelihood to join the military. When asked about the war on terrorism, 61% of youth reported that they were less likely to join the military as a result. This is an increase of 9-percent from June 2003. Eight out of ten Black youth indicated that the war on terrorism has made them less likely to join the military. Overall, 29% of youth reported that they were more likely (31% in June 2003).

## SECTION IV. DRIVERS OF YOUTH INTENTION TO JOIN THE MILITARY

In addition to general attitudes toward the military, economic conditions, and the War in Iraq, the Youth Poll investigated the role specific outcomes associated with military service and social referents have on a youth's intention to join the military. These aspects were examined as specified by the Theory of Reasoned Action (TRA; Ajzen & Fishbein, 1980<sup>11</sup>; Fishbein & Ajzen, 1975<sup>12</sup>). As already detailed, this theoretical approach served as a guide in the development and analysis of this poll.

### THEORY OF REASONED ACTION (TRA)

In order to predict a youth's intention to join the military, the youth's attitudes and subjective norms were first examined (refer to page 4 of this document for an overview of the theoretical model). As the model suggests, an individual's intention to perform a behavior depends upon the person's attitudes toward the behavior (e.g., "I believe it is generally positive/negative to join the military"). In addition, an individual's intention also depends upon perceived subjective norms. More simply put, intention depends on a person's perceptions of social pressure to perform or not perform the behavior (e.g., "My mother would approve/disapprove of me joining the military). Subjective norms reflect a person's perceptions of how the important others in their lives believe they should behave.

#### *Past Research*

This general theoretical model was employed because of its applicability and its easy transportability to an individual's intention to join the military. Past research employing the model have included Army Guardsmen's intentions and behavior to re-enlist (Hom & Hulin, 1981<sup>13</sup>), the likelihood of students applying for graduate school versus a full-time job after college (Ingram, Cope, Harju, & Wuensch, 2000<sup>14</sup>), and a longitudinal study predicting women's career behavior (Vincent, PePlau, & Hill, 1998<sup>15</sup>).

One particularly germane study used the TRA to compose a persuasive communication in an attempt to influence undecided majors to consider a career as a registered nurse (Strader & Katz, 1990<sup>16</sup>). Those receiving the persuasive message showed a significantly more positive change in beliefs, attitudes, and intentions than those in the control group who were exposed to a neutral message. Results indicated that 17% of students (8 of 46) exposed to the 10-minute

<sup>11</sup> Ajzen, I. & Fishbein, M. (1980). Understanding Attitudes and Predicting Social Behavior. Englewood Cliffs, NJ: Prentice-Hall.

<sup>12</sup> Fishbein, M. & Ajzen, I. (1975). Belief, Attitude, Intention and Behavior: An Introduction to Theory and Research. Reading, Massachusetts: Addison-Wesley.

<sup>13</sup> Hom, P.W. & Hulin, C.L. (1981). A Competitive test of the prediction of reenlistment by several models. Journal of Applied Psychology, 66(1), 23-29.

<sup>14</sup> Ingram, K.L., Cope, J.G., Harju, B.L., & Wuensch, K.L. (2000). Applying to graduate school: A test of the theory of planned behavior. Journal of Social Behavior and Personality, 15(2), 215-226.

<sup>15</sup> Vincent, P.C., Peplau, L.A., & Hill, C.T. (1998). A Longitudinal application of the theory of reasoned action to women's career behavior. Journal of Applied Social Psychology, 28(9), 761-778.

<sup>16</sup> Strader, M.K. & Katz, B.M. (1990). Effects of Persuasive communication on beliefs, attitudes, and career choice. Journal of Social Psychology, 130(2), 141-150.

communication applied to be in the nursing program as opposed to 0 of the 44 students in the control group (for additional research using the TRA see Ajzen & Fishbein, 1980 and Terry & Hogg, 2000<sup>17</sup>).

Finally, the National Academy of Science's Committee on the Youth Population and Military Recruitment has endorsed the use of the TRA and recommends that the military "begin to systematically obtain data on the behavioral, normative, and efficacy beliefs that underlie young adults' attitudes, perceived norms, and feelings of self-efficacy with respect to joining the military" (p.7-14, National Research Council, 2003<sup>18</sup>). The current research is in response to this call and hopes to improve our overall understanding of the enlistment process. This model offers the additional benefit of providing a reliable framework that structures the tracking of attitudes over time (Fishbein, Ajzen, & McArdel, 1980<sup>19</sup>; McCarty, 1981<sup>20</sup>; Strader & Katz, 1990<sup>21</sup>).

## METHOD

### *Pilot Study*

Following Ajzen and Fishbein's (1980) recommendations for carrying out TRA research, a pilot study was first administered to identify salient referents and appropriate outcome beliefs associated with joining the military (see Appendix C). Twenty five individuals between the ages of 16 and 21 were asked to list the advantages and disadvantages of joining the military after high school. From this generated list of beliefs, as many beliefs as would account for 75% of the total beliefs elicited were selected. This method is recommended by Ajzen and Fishbein (1980) and is used to avoid the inclusion of items salient to only a very small minority of respondents. The selected beliefs were then augmented with findings from prior research to generate a final list of 24 options used in the attitudes section of the questionnaire (see Appendix C).

A similar process was used to generate a list of appropriate referents. Individuals were asked to list individuals or groups who would or would not approve of them joining the military after high school. Again, using information from the pilot study and prior research, a list of appropriate referents was identified (see Appendix C).

<sup>17</sup> Terry, D.J. & Hogg, M.A. (2000). Attitudes, Behavior, and Social Context: The Role of Norms and Group Membership. Mahwah, NJ: Lawrence Erlbaum Associates, pp. 346.

<sup>18</sup> National Research Council (2003). Attitudes, Aptitudes, and Aspirations of American Youth: Implications for Military Recruitment. Committee on the Youth Population and Military Recruitment. Paul Sackett and Anne Mavor, editors. Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.

<sup>19</sup> Fishbein, M., Ajzen, I., & McArdel, J. (1980). Changing the behavior of alcoholics: Effects of a persuasive communication. In I. Ajzen & M. Fishbein (Eds.), Understanding attitudes and predicting behavior (pp. 218-242). Englewood Cliffs, NJ: Prentice-Hall.

<sup>20</sup> McCarty, D. (1981). Changing contraceptive usage intention: A test of the Fishbein model of intention. Journal of Applied Social Psychology, 11, 192-211.

<sup>21</sup> Strader, M.K. & Katz, B.M. (1990). Effects of persuasive communication on beliefs, attitudes, and career choice. The Journal of Social Psychology, 130(2), 141-150.

## **Questionnaire**

Using the information gathered from the pilot study, a questionnaire was designed which included subscales on intention to join, overall attitudes, outcome evaluations, behavioral beliefs, subjective norms, and motivation to comply (see Appendix E).

### ➤ **Intention**

- **Intention to Join:** Youth were asked to rate how likely it is that they would join the military on a 1 to 4 scale.

### ➤ **Attitudes**

- **Attitude Toward Joining the Military:** Youth were asked to rate the action of joining the military on three, 7-point scales with anchors of *extremely bad/extremely good; extremely foolish/extremely wise; and extremely harmful/extremely beneficial*. These items were combined to create an overall attitude score.
- **Outcome Evaluations:** Youth were asked to rate how important it is that the post-high school choice they choose helps them obtain each of the 24 outcomes developed during the pretest (e.g., earn money for college, develop self-discipline, be in an environment free of physical harm or danger...etc.). Responses were made on a 7-point scale with anchors of *extremely bad* to *extremely good*.
- **Behavioral Beliefs:** Youth then were asked to rate the extent to which the military helps one obtain each of the 24 outcomes developed in the pretest. Youth rated the 24 options using a 7-point scale anchored with *extremely unlikely* to *extremely likely*.
- **Attitude Composite:** An attitude composite score was computed by summing the products of each outcome evaluation and behavioral belief item.

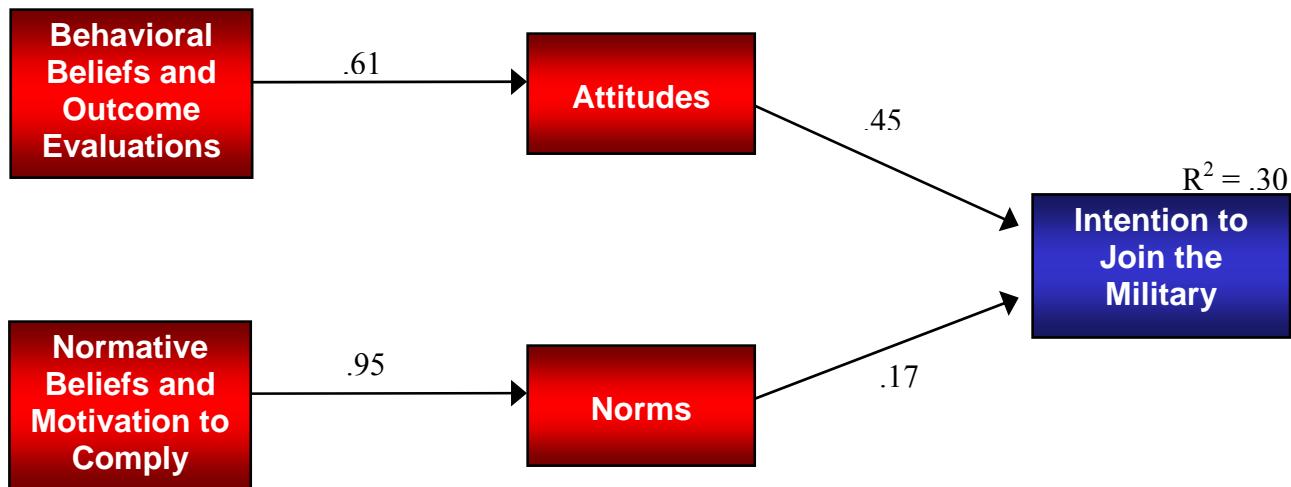
### ➤ **Subjective Norms**

- **Overall Referent Support:** One item assessed overall referent support (e.g., *How supportive would the people who are important to you be if you joined the military?*).
- **Specific Referent Support:** Individuals were asked to rate the degree to which specific referents (e.g., close friends, members of your immediate family, people serving in the military...etc.) would be supportive if he/she joined the military. Twelve options were rated on a 7-point scale where the anchors are *extremely unsupportive* and *extremely supportive*.
- **Motivation to Comply:** Youth were asked to rate the degree to which each of the referents influences his/her intention to join using a 7-point scale anchored with *don't influence* and *influence very much*.
- **Subjective Norm Composite:** Normative beliefs were computed by summing the products of each specific referent and the related motivation-to-comply item.

## TESTING THE THEORY

The first step was to test the extent to which our data fits with the overall Theory of Reasoned Action (TRA) model. Using the computer program, LISREL<sup>®</sup>, structural equation modeling (SEM) was initially employed to test the overall fit between the data and the theoretical model<sup>22,23</sup>.

### Model Fit: Overall



The data strongly supports the theory. Attitudes were strongly predictive of intention to join (path coefficient = .45,  $p < .01$ ). Subjective norms were also predictive of intention to join the military (path coefficient = .17,  $p < .01$ ), however, to a smaller extent<sup>24</sup>.

Further, the overall attitude and composite attitude score (path coefficient = .61,  $p < .01$ ) and the overall norm and the composite norm score (path coefficient = .95,  $p < .01$ ) were found to be highly related. This provides some validation that the outcomes obtained from the pilot study capture the majority of variance in one's overall attitude and perceived norm toward joining the military. This information also justifies more in-depth analyses involving the specific outcomes, beliefs, and social norms that drove the intention.

<sup>22</sup> The interested reader can find a more detailed explanation of structural equation modeling in David Kaplan's, *Structural Equation Modeling: Foundations and Extensions*, Advanced Quantitative Techniques in the Social Sciences, Volume 10. Thousand Oaks, CA, Sage Publications, 2000.

<sup>23</sup> Disagreement continues among analysts regarding the appropriateness of treating responses from an ordered Likert-type scale as interval. Although there is debate, the approach used in this analysis was to treat data of this type as ordinal. Polychoric correlations and asymptotic covariance matrices were created using PRELIS and then used as the foundation for the measurement and structural models in LISREL (Jöreskog, 2001, article available on official LISREL website).

<sup>24</sup> Model Fit:  $\chi^2(5, n = 2799) = 28.874$ , CFI = .98, NFI = .98, AGFI = .995.

### ***Model Interpretation: Overall***

The results found in the current research provided support for the robustness of the TRA in its ability to predict intentions. In addition, while both attitudes and subjective norms were statistically significant predictors of ones' intention to join the military, attitudes were the stronger predictor. Thus, targeting youth's attitudes may have the greatest impact in influencing their intention to join the military.

For example, a youth's attitude toward joining the military (e.g., "It will help me to stay in good physical shape") was a stronger predictor of whether the youth intended to join the military than the knowledge that others (e.g., close friends, family) either approved or disapproved of the youth joining the military. However, the view of others, while a weaker predictor, still played a significant role in a youth's intention to join the military. Thus, both the attitudes and subjective norms should be taken into consideration to best predict a youth's intention to join the military.

Because the data fit the overall theory, we next looked more closely into the various components to help devise a practical approach to targeting specific aspects that will have the maximum effectiveness in increasing a youth's intention to join the military.

## **ATTITUDES**

Because the initial analyses suggest that targeting youth attitudes will be effective in enhancing their intention to join the military after high school, the next step is to understand the best way to do this. First, the major components of an attitude as detailed in this model were explored and the importance of various outcomes for a post-high school youth, and the degree to which these outcomes can be obtained by joining the military were investigated. According to TRA, attitudes are made up of importance ratings of specific outcomes (e.g., "It is extremely important that I develop teamwork skills.") and, in our case, the extent to which the military will help the youth in obtaining the outcome (e.g., "The military is/is not likely to help me develop teamwork skills). Results from the current research indicate that, in general, there is little variance in importance scores for the outcomes in our list (see Appendix D).

This finding was expected because each outcome was generated from pilot work. On average, the youth assigned 21 out of the 24 outcomes ratings above +1.5 on a 7-point scale (scored -3 to +3) with only three outcomes (moving to a place away from family and friends (-0.2), not going to college immediately after high school (-0.5), and being in a war and/or being required to fight (-0.5)) not in this range. These results suggest that the youth deem all of the listed outcomes, with the possible exception of the three items previously mentioned, as important.

The youth also rated the extent to which they believed joining the military would help them obtain these important outcomes. Seventeen out of the 24 outcomes were rated as +1.5 or higher which suggests that the military is perceived to help youth obtain many of the outcomes the youth perceive as important. The set of outcomes associated with military service are detailed in the following figure.

### Important outcomes associated with the military:

- Doing something you can be proud of
- Having a good paying job
- Staying in good physical shape
- Preparing for a future career
- Learning a valuable trade or skill
- Having job security
- Making a positive difference in community
- Earning money for college
- Having a job where you are given substantial responsibility
- Having the opportunity to travel
- Experiencing adventure
- Doing something for your country
- Having a structured lifestyle
- Training in cutting edge technology
- Being a part of an elite team
- Developing self-discipline
- Being committed to something for a number of years

These results suggest that youth strongly associated these outcomes with military service. Given the reported importance of these items, as described previously, the military would be well served to continue their efforts and maintain these currently strong associations among youth.

In contrast, 7 of the 24 outcomes were rated less than +1.5 which suggests that the military is perceived to *not* be as likely to help youth obtain these outcomes. These outcomes are detailed in the figure below.

### Important outcomes *not* likely to occur as a result of joining the military:

- Having a job that makes you happy
- Having personal freedom
- Having a lifestyle that is attractive to you
- Being seriously injured or killed (-)
- *Moving to a place away from family and friends*
- *Not going to college immediately after high school*
- *Being in a war and/or being required to fight*

Thus, it may be fruitful to market such outcomes as prevalent in the military (while maintaining a realism regarding what can truly be expected). As an aside, of the seven outcomes, *moving to a place away from family and friends, not going to college immediately after high school, and being in a war and/or being required to fight* may be the least important to target because they were evaluated as neutral, neither extremely good nor extremely bad outcomes. In addition, youth do *not* strongly associate these outcomes with joining the military. Finally, while being *seriously injured or killed* was evaluated as 'extremely bad', this outcome was considered neither extremely likely nor extremely unlikely to occur as a result of joining the military. Targeting this perception or misperception may not yield the greatest gains in youth intention to join the military.

## **Attitude Summary**

- The military should continue to market the 17 aspects that are considered important to youth and obtainable by joining the military.
- Focus more energy (marketing/research efforts) on the three outcomes that are considered important to youth but not necessarily obtainable in the military.

## **Factor Analysis<sup>25</sup>**

Because it is possible that the failure of individual outcomes to emerge as important could be due to issues of multicollinearity, and since it is probably not appropriate to consider each attribute as truly independent of the other items asked, it was decided to examine the extent to which this list of outcomes represents fewer, more general, underlying dimensions. Using traditional factor analytic procedures, the list of outcomes was factor analyzed.

This analysis suggests that four basic factors provide good fit to the data.

- **Well-being:** job security, having a good paying job, happiness, personal freedom, job that fits lifestyle
- **Patriotic adventure:** opportunity to travel, doing something for your country, doing something you are proud of, experience adventure, make a positive difference in one's community, be part of an elite team
- **Skill development:** stay in good physical shape, earn money for college, develop self-discipline, learn a valuable trade/skill, have a job where one is given substantial responsibility, training in cutting edge technology, preparing for a future career
- **Risk tolerance:** move away from family/friends, be in a war/required to fight, be seriously injured or killed

## **Regression Analyses**

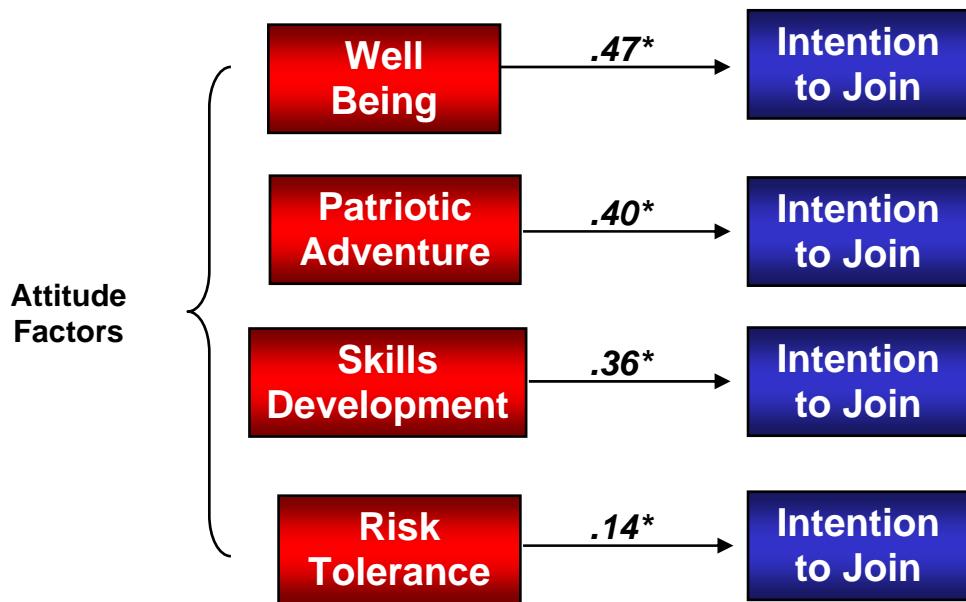
To test the relative importance of each dimension, intention to join the military was regressed onto each of the attitude factors.<sup>26</sup> The resulting regression coefficients are shown in the figure below<sup>27</sup>.

---

<sup>25</sup> The remainder of the analyses was conducted using only the behavioral belief ratings. We chose this approach for a number of reasons. First, the ultimate goal of this research is to provide concrete, realistic suggestions for increasing a youth's intention to join the military. From a practical standpoint, it is likely that altering the extent to which youth perceive the military can help obtain certain outcomes is more realistic than attempting to affect a youth's view of what is important. Second, analyses were conducted to test the predictive power of outcome evaluations alone, behavioral beliefs alone, and outcome evaluations by behavioral beliefs with regard to intention to join the military. The outcome evaluation by behavioral belief did not significantly add predictive power over and above behavioral beliefs alone. Thus, for the sake of parsimony, only analyses involving behavioral belief scores are presented.

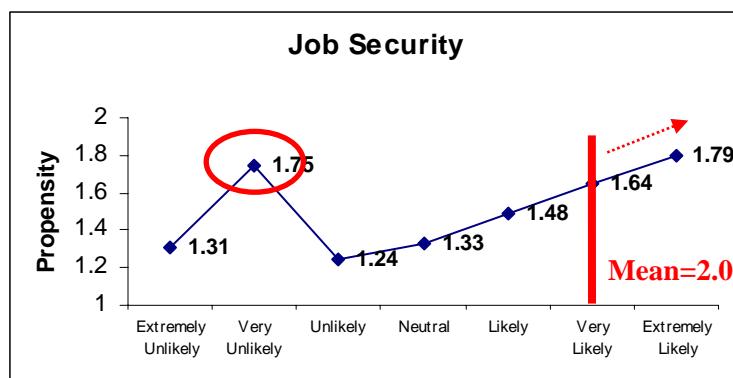
<sup>26</sup> Ordered Probit regression was used for all regression analysis using propensity as the dependent variable.

<sup>27</sup> Each regression coefficient is significant at  $p < .01$ .



Results suggest that the strongest predictor of intention to join is “well-being” (.47). The more the youth population believed that the military would provide “well-being” the stronger their intentions to join the military. However, three of the items that make up well-being (e.g., *happiness, personal freedom, and an attractive lifestyle*) are not considered strongly associated with the military. Thus, it is these outcomes that, if focused upon, are likely to result in the most impact on an individual’s intention to join the military.

In order to gain a deeper understanding of each of the four factors, the individual items were examined. For example, *Job Security*, an aspect of *well-being* that is considered important to youth and likely to be obtained by joining the military is graphed below.



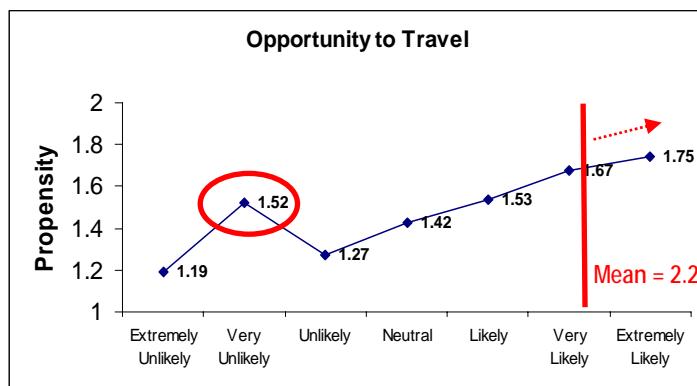
$$r = .15, p < .01$$

The red line indicates the mean of the responses showing that on average, youth believe that job security is very likely to occur if one were to join the military. Furthermore, the upward trend of the line suggests that as job security is considered more obtainable by joining the military, youth’s propensity to join the military is also increased.

However, the graph of responses is not perfectly linear because of the deviation for individuals reporting job security to be very unlikely to be obtained by joining the military. These individuals report a relatively high level of intention to join the military. This finding is significant for two reasons. First, because the trend is not linear, the correlation between the likelihood that job security will be obtained by joining the military and one's intention to join is weaker than if the relationship was perfectly linear. Thus, without considering such intricacies, one may downplay the importance of job security for today's youth.

There also may be a number of plausible reasons for why some individuals who believe that job security is an unlikely outcome may still intend to join the military. For example, some youth may plan on spending a pre-determined number of years in the military in order to earn enough money for college. For these individuals, low levels of job security may not be a disadvantage.

*Patriotic Adventure* and *Skills Development* are also strong drivers of a youth's intention to join the military (.40, .36 respectively). With regard to *Patriotic Adventure*, it appears that notions of such adventure are already strongly associated with the military. For example, the mean for the *opportunity to travel* is 2.2 which suggests that the average youth believe it is either very or extremely likely that this outcome will be obtained as a result of joining the military (see graph below).



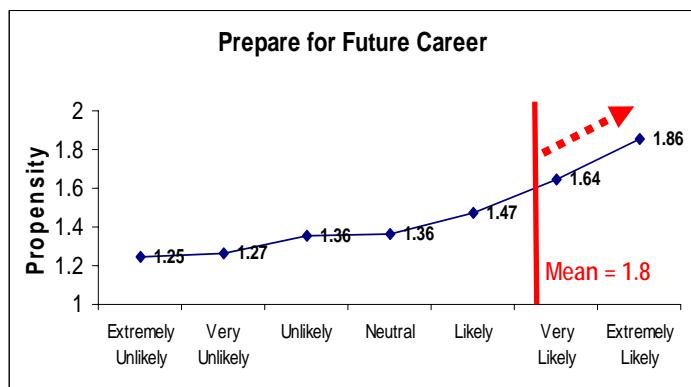
$r = .15, p < .01$

It is also noted that spending time and energy on increasing this association may be futile because it is likely to result in small gains in propensity from the already high level. However, as depicted in the graph, losing such associations is likely to result in lowering the propensity of individuals. Thus, we recommend maintaining, but not increasing, efforts targeted at creating associations involving *Patriotic Adventure* and joining the military.

Large gains, however, may be achieved by increasing youth's positive association with aspects of *Skills Development*, most notably *learning valuable trade/skill* and *preparing for future career*. As depicted below, the slope of the line to the right of each of the means is relatively steep and positive. Thus, increasing either of these associations is likely to result in noticeable gains in propensity levels.

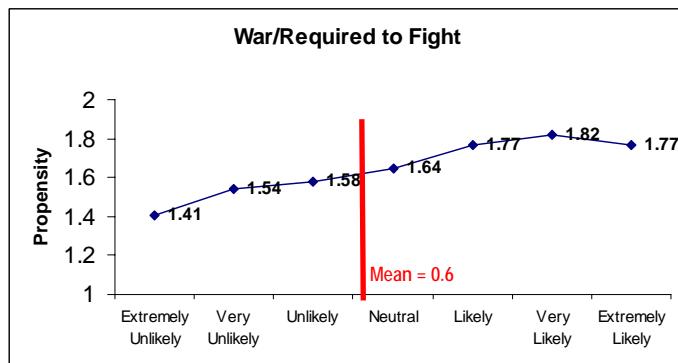


$r = .20, p < .01$



$r = .19, p < .01$

Finally, the *Risk Tolerance* factor does significantly predict intention to join the military (.14), but to a lesser extent than the other three factors. The three items making up the factor, while seemingly negative, are actually considered neutral by youth (neither extremely good nor extremely bad) and are not as highly associated with joining the military as the other factor items. This suggests two conclusions. First, allocating time and energy to these outcomes is not likely to be fruitful in increasing one's intention to join the military. Secondly, and possibly more significantly, these outcomes do not appear to be driving youth away from the military.

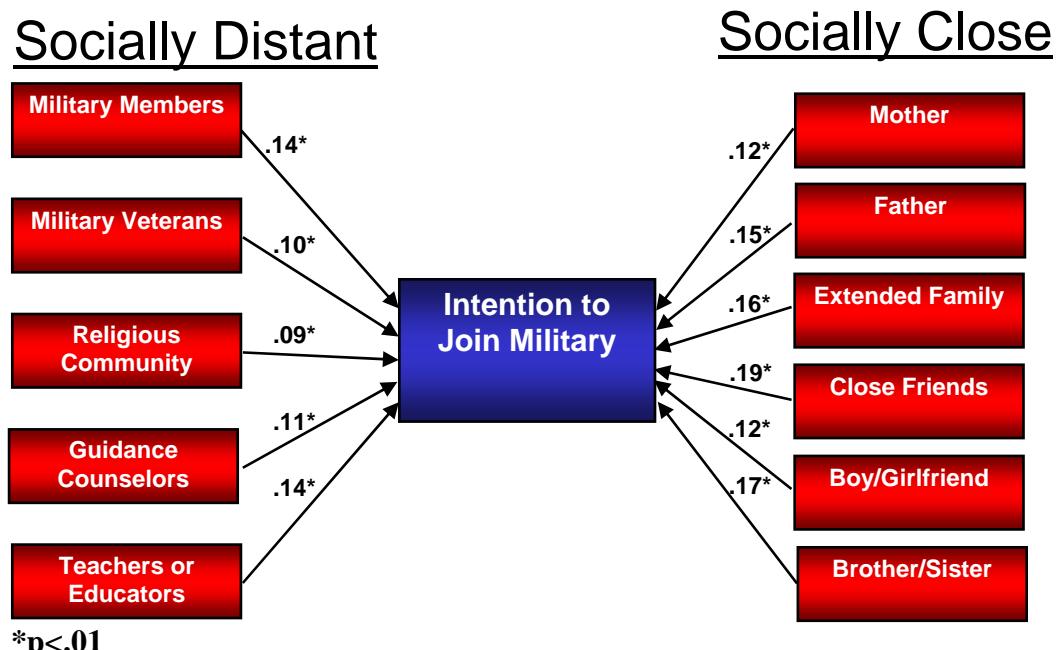


## SUBJECTIVE NORMS

From the initial, overall analysis, we discovered that attitudes are a stronger driver of intention to join the military than subjective norms. However, while accounting for less variance, subjective norms are still a significant predictor of intention to join. Thus, we will briefly summarize results and take a deeper look into the subjective norms. For ease of interpretation, selected referents are conceptually grouped into two sets:

- **Socially Distant:** military members, military veterans, religious community (members or leaders), guidance counselors, teachers/educators
- **Socially Close:** mother, father, extended family, close friends, boy/girlfriend, brother/sister

As illustrated in the graph below, *Socially Close* groups tend to exert more influence over youth's intention to join the military. Furthermore, while the *Socially Distant* referents are significantly related to a youth's intention to join the military, the relationship is relatively weak. The key groups in the *Socially Distant* group include *military members*, *teachers*, and *guidance counselors*.



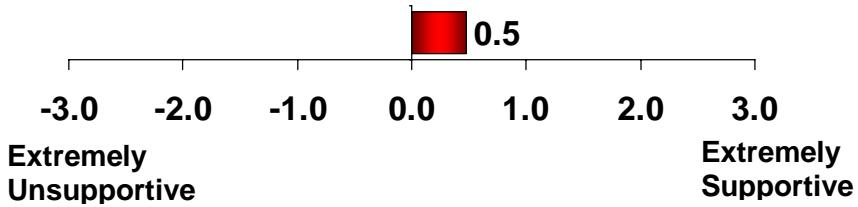
\*p<.01

From the youth's perspective, the most supportive referents include *military members* (2.2) and *military veterans* (2.1) followed by the other three *Socially Distant* referents: *teachers* (1.2), *guidance counselors* (1.2), and a *religious community* (1.0). The *Socially Close* referents were considerably less supportive with means ranging from -0.7 to +0.7, suggesting the *Socially Close* referents, while more influential, were perceived as being neutral, neither strongly supportive nor strongly unsupportive of a youth joining the military.

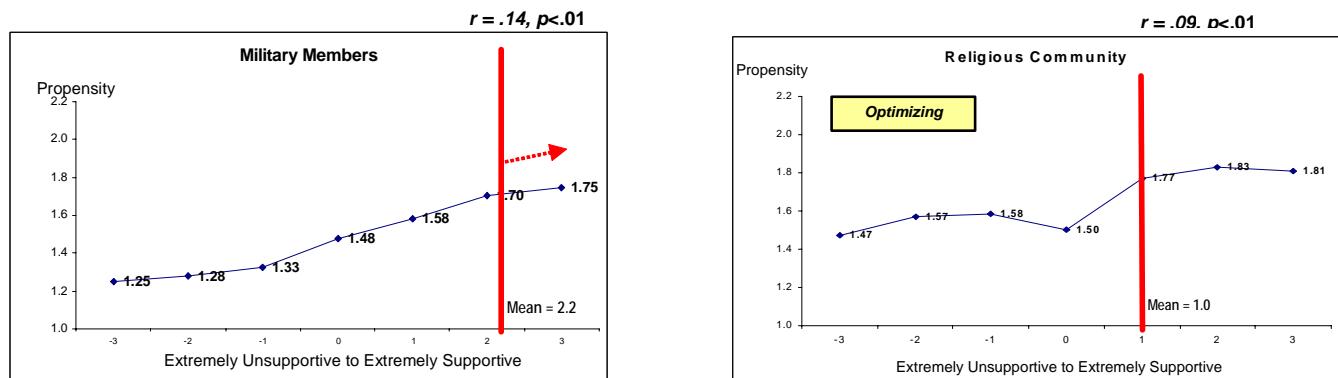
Further, in general, youth perceive social support for joining the military to be neutral from the people who are important to them.

## Overall Social Support

*How supportive would the people who are important to you be if you joined the military?*



The relationship between the degree of perceived support and intention to join the military was graphed for each referent. Selected graphs are displayed and interpreted in the following pages (additional graphs can be found in Appendix D).

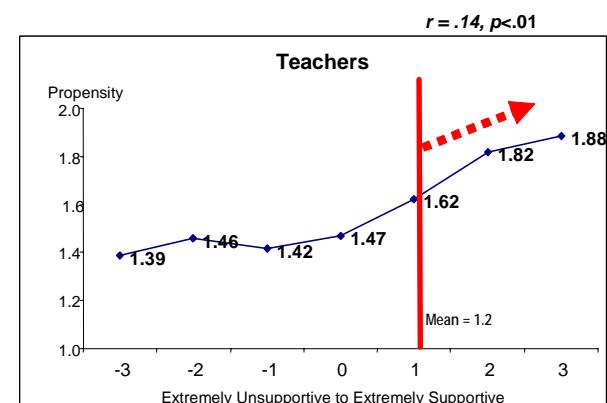
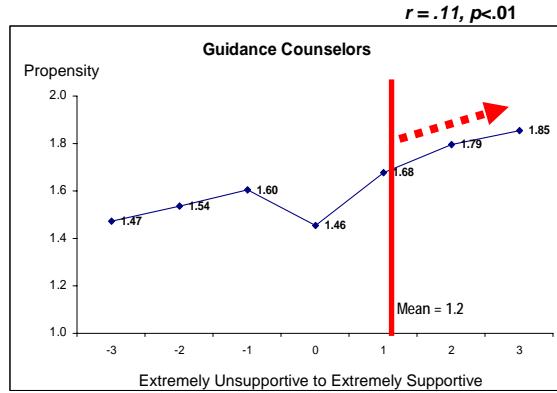


In general, the more support youth perceive from referents, the stronger the youth's propensity to join the military. Thus, it is important to identify which referents are most influential and which, when targeted, will result in the most positive gains.

As depicted in the graphs above, youth perceive military members to strongly support their decision to join the military. Because the mean is already high and putting forth energy to increase this perception is not likely to result in a marked increase in propensity, we recommend maintaining this perception. It is important to note that if this perception decreases, there will be a marked decrease in propensity. Therefore the current effort used to maintain this perception is warranted.

Targeting religious communities is also not likely to result in significant increases in propensity. This referent group is considered 'optimized' in that an increase in perceived support by this group is not likely to result in increased propensity. However, again, it is important to note that a decrease in perceived support by religious communities will likely result in decreased propensity and therefore efforts targeting religious communities should be maintained.

The following graphs depict socially distant referents that are influential and if positively influenced, *will* result in significant increases in youth propensity to join the military.

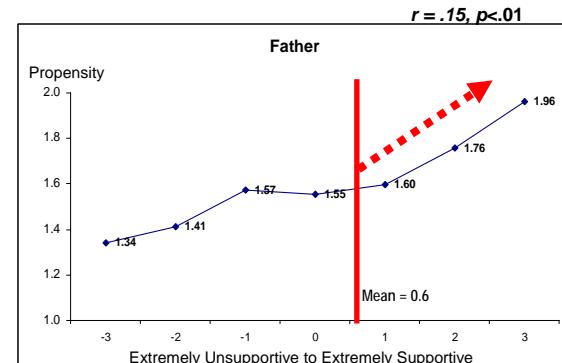
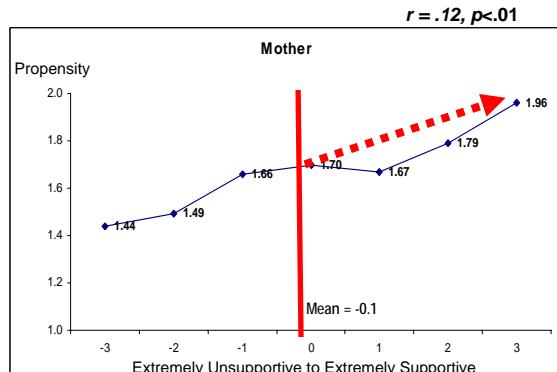


There are three things to consider about these graphs. First, the means are around 1.0 which reflects a perception that guidance counselors and teachers are slightly supportive of a youth joining the military. This number also indicates that there is room for growth.

Secondly consider the slope of the blue line. Because the line is positively increasing, as the perceived support increases, propensity will increase. Notice also that the line is steeper for teachers than for guidance counselors. A steeper slope suggests greater increases in propensity for similar increases in support.

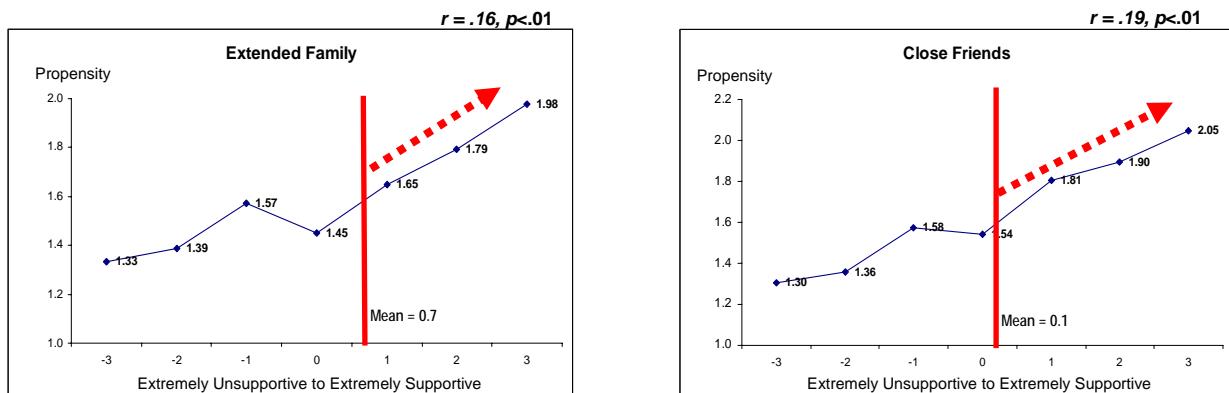
Finally, the red vertical line signifies youth's current perceptions of referents support for joining the military. Consider what would happen if the red line shifts to the left. If the youth's perception of a teacher or guidance counselor's support declines, the youth's propensity to join the military will also decline.

The next illustrations reflect socially close referents, which as mentioned previously, as a whole, more strongly predict a youth's intention to join the military. First, consider youth's perception of support they would receive from their mother or father if they joined the military.



The means for both are low (-0.1, 0.6) and have significant potential for growth. Furthermore, increasing the perception that mothers and fathers support a youth joining the military would result in substantial gains in levels of propensity. Finally, if the means were to shift to the left, initially there would not be significant decreases in propensity, however if the shift is more drastic, propensity will significantly drop.

The following two graphs are youth's perceptions of support from extended family and close friends.



Again, mean levels are low and have significant potential for improvement. Also, the steep, positive slope indicates significant increases in propensity if the mean level shifts to the right. Thus, increased support from extended family and close friends will result in increases in youth propensity to join the military.

### Subjective Norm Summary

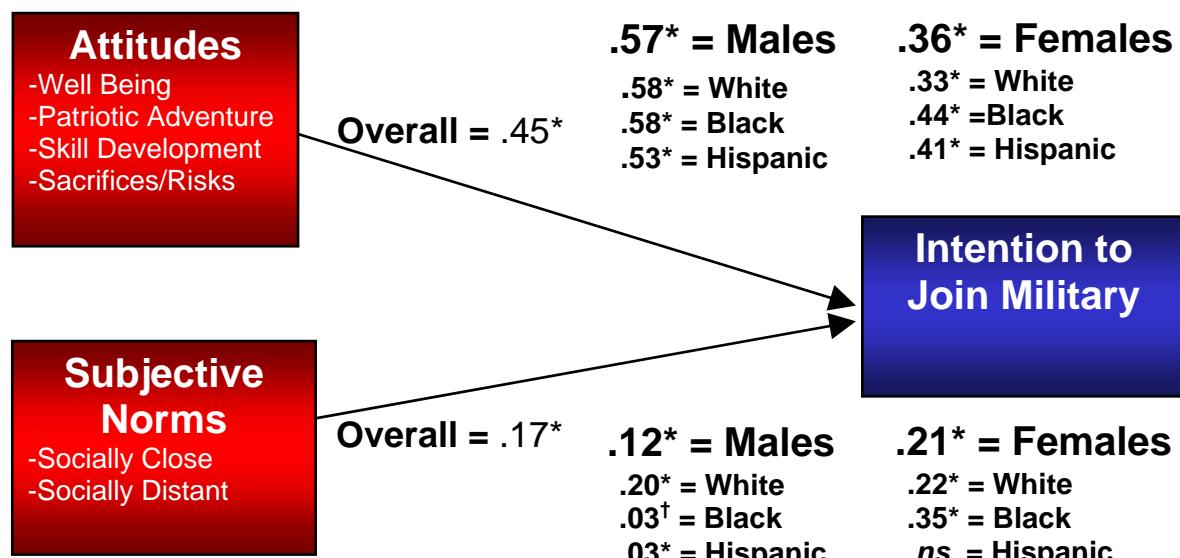
- While subjective norms did not impact intention as strongly as attitudes, they were statistically significant predictors.
- *Socially Close* groups tend to have a stronger effect on youth propensity than *Socially Distant* groups.
- Overall, the largest gains in propensity can be achieved by increasing youth's perceptions of support for joining the military associated with:
  - Immediate and extended family members
  - Close friends
  - Teachers and guidance counselors

## SUBGROUP ANALYSES: ATTITUDES AND SUBJECTIVE NORMS

Attitudes and subjective norms were further analyzed by gender and racial/ethnic subgroups. The following section describes how the relationship between the four attitude factors and two subjective norm factors and youth intention to join the military differed by whether the respondent was male or female and White, Black, or Hispanic.

### *Overall*

In general, attitudes appear to be a stronger predictor of intention to join the military than subjective norms. For all subgroups except Black females, attitudes are significantly stronger than subjective norms. With regard to gender, the relationship between attitudes and intention to join is significantly stronger for males than for females. Finally, the relationship between subjective norms and intention to join is significantly stronger for Black females than for Hispanic females.



\*p < .01; <sup>†</sup>p < .05; ns = non-significant

## SUBGROUP ANALYSIS: ATTITUDES

Subgroup analyses were also performed on each attitude factor. The relationship between *Well Being* and intention to join is significantly stronger for White and Black males than Hispanic males. In addition, the relationship between *Well Being* and intention to join is significantly stronger for males than for females.

### Subgroup Analyses of Attitude Factors

	Attitude Factors			
	Well Being	Patriotic Adventure	Skills Development	Risk Tolerance
<b>Males</b>	.59*	.60*	.50*	.16*
White males	.74*	.71*	.64*	.16†
Black males	.59*	.68*	.69*	.24†
Hispanic males	.26*	.42*	.26†	ns
<b>Females</b>	.42*	.28*	.27*	ns
White females	.45*	.36*	.30*	ns
Black females	.39†	.37†	.33*	.32*
Hispanic females	.31†	ns	ns	ns

\*p < .01; †p < .05; ns = non-significant

The relationship between *Patriotic Adventure* and intention to join the military is significantly stronger for White males than for Hispanic males. In addition, the relationship between the two is significantly stronger for males than for females. Finally, the relationship between *Patriotic Adventure* and intention to join is significantly stronger for White females than for Hispanic females.

With regard to *Skills Development*, the relationship with intention to join is significantly stronger for White and Black males than for Hispanic males. The same relationship is again significantly stronger for males than for females.

Finally, the relationship between *Risk Tolerance* and intention to join is strongest for Black males and females.

### Average association scores for the subgroups

Further subgroup analyses involved examining each item comprising the various attitude factors. Youth were asked how likely it would be that joining the U.S. military would result in them earning a variety of outcomes (e.g., earning money for college). Youth answered these questions using a 7-point scale ranging from -3 *extremely unlikely* to +3 *extremely likely*. Results for each item, analyzed by subgroups, can be found in Appendix D.

With regard to *Well Being*, there are noticeably lower ratings for White males across several items. In addition, there are noticeably lower ratings for White females as well. Hispanic females tend to rate extrinsic outcomes higher than White or Black females.

In terms of *Patriotic Adventure*, no clear pattern of mean differences appears across White, Black, and Hispanic males. With regard to females, Hispanic females tend to rate *Patriotic Adventure* items noticeably higher than Black females and a little higher than White females. However, as previously mentioned, there is a non-significant relationship between *Patriotic Adventure* and intention to join for Hispanic females.

Regarding *Skills Development*, Black males tend to rate *learn valuable trade/skill* and *earn money for college* higher than White and Hispanic males. With regard to females, Hispanic females tend to rate *Skills Development* items higher than Black and White females. Again, note that the relationship between *Skills Development* and intention to join the military is non significant for Hispanic females.

An analysis of the *Risk Tolerance* items suggests that Black males tend to associate less risk with joining the military than White and Hispanic males. Likewise, Black females tend to associate less risk with joining the military than White and Hispanic females.

## SUBGROUP ANALYSIS: SUBJECTIVE NORMS

Subgroup analyses were also performed on the socially close and socially distant subjective norm groups. The table below provides an overview of the relationship between the two factors and intention to join the military as examined by gender and race/ethnicity.

### Subjective Norms and Intention by Subgroup

	Relationship between Subjective Norms and Intention to Join by Subgroup	
	Socially Close	Socially Distant
<b>Males</b>	.42*	.25*
White males	.47*	.24†
Black males	.38*	.36†
Hispanic males	.32†	ns
<b>Females</b>	.44*	.20†
White females	.45*	ns
Black females	.49*	ns
Hispanic females	.31*	ns

\*p < .01; †p < .05; ns = non-significant

As illustrated, the support of socially close referents is more predictive of a youth's intention to join the military than the support from socially distant referents (.44\* and .18\* overall respectively<sup>28</sup>).

More detailed tables reporting item level results for the perceived support of specific referents can be found in Appendix D. Results suggest that both males and females believe that their fathers would be more supportive of their joining the military than their mothers. Females, in general, also report that *Socially Close* others would be less supportive of their joining the military than did males.

With regard to males, Black males report that their mothers would be more supportive of their joining the military than White and Hispanic males. Also, White males report that their boy/girlfriend would be less supportive of their joining the military than did Black and Hispanic males.

In terms of females and *Socially Close* referents, Black females report that their mothers would be more supportive of their joining the military than White and Hispanic females. In addition, Hispanic females tended to report that family and close friends would be more supportive of their joining the military than did White and Black females.

Analyses of the *Socially Distant* groups reveal that females tended to report that counselors and educators would be more supportive of their joining the military than males reported.

Regarding males and the *Socially Distant* referents, Hispanic males reported lower ratings of perceived support by their religious community than did White or Black males. In addition, Black males reported lower ratings of perceived support by guidance counselors than did White and Hispanic males.

Finally, Hispanic females report higher ratings of perceived support by guidance counselors than did White and Black females. In addition, White females reported lower ratings of perceived support by teachers than Black and Hispanic females reported.

---

<sup>28</sup> Variance for attitude factors not accounted for in this regression model.

## SUMMARY: DRIVERS OF YOUTH INTENTION TO JOIN THE MILITARY

Overall, the model suggested by the Theory of Reasoned Action does a good job of predicting youth's intentions to join the military. While both Attitude factors and Subjective Norms significantly predict intention to join, the Attitude factors were the stronger of the two predictors.

With regard to the Attitude factors, youth's intention to join the military are likely to be most positively affected by creating stronger associations between youth perceptions of the military and:

- *Well Being*, particularly in terms of intrinsic outcomes such as *happiness, personal freedom, and attractive lifestyles*
- *Skills Development*, particularly in terms of *learning a valuable trade/skill and preparing for a future career*

In addition, the following outcomes are *not* strongly associated with the military and are thus *not* considered to be major barriers for military recruitment at this time.

- *Being seriously injured or killed*
- *Moving to a place away from family and friends*
- *Not going to college immediately after high school*
- *Being in a war and/or being required to fight*

Finally, maintaining the 17 aspects that are considered important by youth and obtainable by joining the military is also warranted.

Subjective norms, in general, appear to be a weaker predictor of a youth's intention to join the military than attitudes. However, a closer look at *Socially Close* and *Socially Distant* norm groups reveals that sizable gains in propensity are associated with more positive youth perceptions of support for joining the military from their:

- Immediate and extended family
- Close friends
- Guidance Counselors and Teachers

The following table shows the relative comparison of the relationships between attitudes and propensity, and subjective norms and propensity.

### Relative Comparison of Attitudes and Subjective Norms

Attitude Factors		Subjective Norm Groups	
Well Being to Propensity	r=.47*	Socially Close to Propensity	r=.44*
Patriotic Adventure to Propensity	r=.40*	Socially Distant to Propensity	r=.18*
Skills Development to Propensity	r=.36*		
Risk Tolerance to Propensity	r=.14*		

Based on this table, it is evident that attitudes and subjective norms must both be considered in marketing and advertising efforts aimed at youth.

With regard to subgroup analyses, the model is a stronger predictor of intention to join the military for males than for females. However, this finding is not surprising given that female propensity is comparatively low. For example, restricted variance among females in whether or not they intend to join the military reduces the utility of linear prediction models.

The model is also a stronger predictor of intention to join the military for non-Hispanics. Such findings may be due to the diversity of the Hispanic group (e.g., Mexican Americans, Chicanos, Latinos) because differences among these groups may be masked when examining the aggregate as a whole. Future research exploring separate Hispanic subgroups should be considered.

Subgroup analyses also reveal that both Black males and females tend to associate less risk with joining the military than Whites and Hispanics. Likewise, both Black males and females believe their mothers would be more supportive of them joining the military than Whites and Hispanics.

In general, propensity estimates are lower for Whites. Data on attitudes suggest that these lower propensity estimates may be associated with the finding that Whites tend to associate more *Risk* and less *Well Being* with joining the military than Blacks or Hispanics. However, tracking youth attitudes and subjective norms over time (along with intention to join the military) is needed to determine the true nature of these relationships.

## SECTION V. FACTORS INFLUENCING YOUTH PROPENSITY

As mentioned earlier, the primary goal of this poll was to measure the likelihood of youth to join the military (propensity) and to identify the factors that influence their decision. Youth propensity was discussed in Section II. This section discusses factors other than those addressed in Section IV that influence youth's propensity levels.

Key to identifying factors that influence youth's propensity is to understand the role that attitudes toward the military, and economic conditions played in propensity toward military enlistment. Cross-tabulations of youth propensity by responses to several of the attitudinal questions provided valuable insight into these factors.

Note that the propensity measure used for these analyses was based on the item that asked youth directly how likely it is that they will be serving in the U.S. military.

### CROSS-TABULATIONS

As discussed in Section III, youth were asked about their favorability toward and knowledge of the military, and opinions regarding current events and economic conditions. Responses to several of these items were examined to identify factors that played a role in influencing youth propensity. Responses were examined for the overall results as well as by gender and race segments.

#### *Propensity by Favorability*

Propensity was positively related to favorability. This pattern applies for the overall results as well as for the gender and race segments<sup>29</sup>.

#### Propensity by Favorability

	Overall %	Gender %		Race %			
		Male	Female	White	Black	Hispanic	Other
10-Very Favorable	24	34	12	19	29	37	20
9	21	30	10	17	25	32	28
8	20	29	10	16	22	28	28
7	14	20	8	9	31	18	12
6	10	6	14	4	13	24	13
5	9	11	7	7	11	13	0
4	5	7	2	0	11	12	-
3	9	5	13	2	23	7	-
2	0	0	0	0	0	-	-
1-Very Unfavorable	2	2	2	0	1	6	-

<sup>29</sup> - Percentages suppressed for subgroups with n < 10.

### ***Propensity by Knowledge of Military<sup>30</sup>***

Knowledge of the military also influenced youth's propensity, as youth who rated themselves as more knowledgeable reported higher propensity levels. This pattern applies to the overall results as well as to the gender and race segments.

#### **Propensity by Knowledge of Military**

	Overall %	Gender %		Race %			
		Male	Female	White	Black	Hispanic	Other
10-Extremely Knowledgeable	27	31	21	14	36	57	-
9	35	39	27	37	30	45	3
8	31	36	24	32	29	30	37
7	18	23	13	14	24	34	21
6	16	22	10	13	21	19	31
5	14	22	7	12	14	19	11
4	12	19	6	6	18	28	21
3	8	11	5	3	14	24	11
2	5	7	4	5	2	11	0
1- Not at All Knowledgeable	11	22	5	5	16	17	21

### ***Propensity by Attitude Toward Enlistment***

In general, youth who believed that a decision to join the military would be positive tended to report a higher propensity level than those youth who viewed the decision as negative.

Propensity for males who viewed joining the military as an extremely good or extremely wise decision was more than 50%. Female propensity was about 20% for those who viewed the decision as extremely good or extremely wise.

#### **Propensity by Good/Bad Rating of Decision<sup>30</sup>**

	Overall %	Gender %		Race %			
		Male	Female	White	Black	Hispanic	Other
3- Extremely Good	35	50	21	30	39	40	50
2	26	36	15	22	31	34	32
1	11	17	4	9	15	18	10
0	6	8	5	5	5	16	7
-1	1	2	1	0	10	2	0
-2	2	2	3	1	0	8	0
-3- Extremely Bad	4	4	3	2	3	10	2

#### **Propensity by Wise/Foolish Rating of Decision<sup>30</sup>**

	Overall %	Gender %		Race %			
		Male	Female	White	Black	Hispanic	Other
3- Extremely Wise	35	52	19	32	38	39	42
2	19	26	12	16	26	27	28
1	12	17	6	10	10	20	14
0	4	5	3	2	20	13	0
-1	2	4	0	1	13	0	0
-2	3	3	3	1	9	0	-
-3- Extremely Foolish	6	7	5	3	4	18	6

<sup>30</sup> - Percentages suppressed for subgroups with n < 10.

### Propensity by Beneficial/Harmful Rating of Decision<sup>31</sup>

	Overall %	Gender %		Race %			
		Male	Female	White	Black	Hispanic	Other
3- Extremely Beneficial	<b>28</b>	40	17	24	27	34	36
2	<b>17</b>	26	7	14	27	22	20
1	<b>10</b>	15	6	8	13	14	18
0	<b>8</b>	10	4	6	13	16	2
-1	<b>4</b>	5	3	3	3	12	0
-2	<b>8</b>	12	5	5	13	12	-
-3- Extremely Harmful	<b>12</b>	16	10	4	17	27	16

### Propensity by Job Pay

Perceptions of military pay played a role in youth propensity, as youth who believed that individuals are more likely to have a good paying job in the military reported a higher propensity level compared to those who believed a civilian job would pay more.

### Propensity by Job Pay, by Race and Gender

		Percent Propensed
Military	<b>Overall</b>	24
	<b>Male</b>	36
	<b>Female</b>	13
	<b>White</b>	18
	<b>Black</b>	30
	<b>Hispanic</b>	35
	<b>Other</b>	29
Civilian job	<b>Overall</b>	12
	<b>Male</b>	16
	<b>Female</b>	4
	<b>White</b>	11
	<b>Black</b>	8
	<b>Hispanic</b>	12
	<b>Other</b>	19
Equally in both	<b>Overall</b>	15
	<b>Male</b>	22
	<b>Female</b>	10
	<b>White</b>	12
	<b>Black</b>	20
	<b>Hispanic</b>	24
	<b>Other</b>	16

<sup>31</sup> - Percentages suppressed for subgroups with n < 10.

### ***Propensity by Future Economy***

Propensity levels tended to be higher for those youth who believed that the economy four years from now will be about the same as it is today compared with those youth who believed the economy will be worse than or better than it is today.

#### **Propensity by Future Economy, by Race and Gender?**

		Percent
Better than	Overall	16
	Male	21
	Female	10
	White	12
	Black	22
	Hispanic	29
	Other	20
Worse than	Overall	14
	Male	24
	Female	7
	White	13
	Black	18
	Hispanic	15
	Other	14
About the same	Overall	19
	Male	27
	Female	12
	White	14
	Black	23
	Hispanic	27
	Other	24

## **SUMMARY – FACTORS INFLUENCING YOUTH PROPENSITY**

This section answered the fourth key research question regarding what factors influenced youth's propensity toward military enlistment. Cross-tabulation of responses to attitudinal items by propensity levels revealed several factors that played a role in the likelihood that youth would be serving in the military.

Youth's favorability toward and knowledge of the military, and perceptions regarding current economic conditions were factors that influenced youth propensity. Youth who rated the military as more favorable tended to report a higher propensity level. Also, youth who rated themselves as more knowledgeable reported that they would be more likely to join the military.

Along the same line as favorability and knowledge, youth's attitude toward the military played a role. In general, youth who believed that joining the military would be a positive (i.e., good, wise, or beneficial) decision tended to report a higher propensity level than those youth who viewed the decision as negative.

With regard to job pay, youth who believed that individuals are more likely to have a good paying job in the military reported higher propensity levels compared with those who believed a civilian job would pay more. Also, youth who believed that the economy four years from now will be about the same as it is today reported a higher propensity level than those who believed the economy will be different than it is today (worse than or better).

PAGE LEFT BLANK INTENTIONALLY

## **SECTION VI. SUMMARY AND CONCLUSION**

The November 2003 Youth Poll marked the sixth wave of the DoD Youth Polling effort. The primary focus of the poll was to measure the intention of youth ages 16 to 21 to join the military (propensity) and to identify the factors that influence their decision. This information can be leveraged to enhance the quantity and quality of the supply of propensed American youth, thereby helping the Services meet their recruiting missions.

Four key research questions were answered.

### **What is the propensity of American youth to enlist in the military?**

Overall, 23% of males said it was likely they would serve, while ten percent of females were propensed. Youth's propensity to serve on active duty in each of the individual branches has remained stable since last measured in June 2003. Fifteen percent of males reported being likely to serve in the Army, 14% in the Marine Corps, 13% in the Air Force, 11% percent in the Navy, and eight percent in the Coast Guard. Among females, propensity ranged from three to nine percent.

The composite Reserve propensity of youth for serving in the National Guard or Reserves was 17%. Composite reserve propensity for males was 22, while female composite reserve propensity was 11%. Among both males and females propensed to join the National Guard, a majority would join the Army National Guard. Among the Reserved services, a greater percentage of both males and females would join the Army Reserves than the other Components.

Results suggest that propensity varied by demographic segments:

- Gender: Propensity for males was higher than for females (23%, 10% respectively)
- Age: Youth who are younger tended to have a higher propensity level
- Race: Hispanic youth reported the highest level (25%), while White, Non-Hispanic, youth reported the lowest (13%)
- Geographic Region: Youth who live in the East South Central and West South Central regions reported a higher propensity level than youth from other regions
- Employment Status: Unemployed youth had a higher propensity level than youth who were employed (21%, 13% respectively)

### **What are youth's attitudes toward the military (e.g., favorability, knowledge, and opinion of relevant current events)?**

Youth reported a positive view of the military although they admittedly reported that they are not very knowledgeable about it. The mean favorability rating was 7.4, while the mean knowledge rating was 5.4 on scales from 1 (low) to 10 (high). With regard to youth favorability toward the Services and Components, the Air Force received the highest mean rating (7.6), followed by the Marine Corps (7.4). Ratings for all of the branches and components decreased from the June 2003 Youth Poll 5.

In general, youth viewed joining the military as a positive decision. Over 60% of youth indicated that joining the military would be good, wise, or beneficial. About one-fifth believed that it would be a negative decision.

Perceptions of military pay and difficulty in finding a full-time job may help recruitment. Youth reported positive impressions about military pay, as 60% felt that individuals were just as likely to have a good paying job in the military as they were in a civilian job. In addition, about a third of youth believed that finding a full-time job would be very difficult or almost impossible. Half of youth reported that it would be somewhat difficult. Although a lot of youth viewed finding a job today as difficult, 42% believed that the economy four years from now will be better than it is today.

Not surprisingly, the war on terrorism has had an effect on youth's likelihood to join the military. When asked about the war on terrorism, 61% of youth reported that they were less likely to join the military as a result. On the other hand, 29% reported that they were more likely.

### **What role do specific outcomes associated with the military and perceptions of support from others have on youth intention to join the military?**

Both attitudes and subjective norms significantly predict youth's intentions to join the military. The degree to which youth associate positive outcomes with joining the military is one factor that influences their attitudes. Results indicate that youth believe there are many positive outcomes associated with military service. Three outcomes that are considered important that are not associated with military service include *having a job that makes you happy, having personal freedom, and having a lifestyle that is attractive to you*. Targeting these perceptions is likely to increase youth propensity.

Negative outcomes often associated with military service were not found to be significant barriers to youth propensity at this time. Such outcomes include *being seriously injured or killed, moving to a place away from family and friends, not going to college immediately after high school, and being in a war and/or being required to fight*. Thus, expending effort to alter or improve such perceptions is not recommended.

With regard to specific attitudes, large gains may be achieved by increasing youth's positive association with such outcomes as *learning a valuable trade/skill and preparing for a future career*.

In terms of Subjective Norms, youth report socially close influencers to be more influential than socially distant influencers. Overall, youth report that the people who are important to them are neutral in terms of supporting a decision to join the military. In general, the largest gains in propensity can be achieved by increasing youth's perceptions of support to join the military by immediate and extended family members, close friends, teachers, and guidance counselors.

Subgroup analyses reveal that the model predicts male propensity better than female propensity and is a stronger predictor for non-Hispanics. Results also suggest that Black males and females associate less risk with joining the military and believe their mothers would be more supportive of them joining the military than Whites and Hispanics.

### **What factors play a role in influencing youth propensity to join the military?**

Youth attitudes toward the military and knowledge of the military, and economic conditions were factors that influenced youth propensity. First, youth favorability toward and knowledge of the military were key influential factors. Youth who rated the military as more favorable tended to report a higher propensity level. Also, youth who rated themselves as more knowledgeable reported that they would be more likely to join the military. Second, youth's attitude toward the military played a role. In general, youth who believed that joining the military would be a positive (i.e., good, wise, or beneficial) decision tended to report a higher propensity level than those youth who viewed the decision as negative. Third, with regard to job pay, youth who believed that individuals are more likely to have a good paying job in the military reported higher propensity levels compared to those who believed a civilian job would pay more.

### ***Moving Forward***

In addition to propensity, the Youth Poll results provide insight into youth attitudes, the outcomes they associate with the military, the influence of people they are personally associated with, and the support they would receive in joining the military. As these insights are used in current and future communications campaigns directed toward youth that describe the compelling outcomes associated with military service, the U.S. military must overcome the lack of support from those with the greatest influence over youth decision-making, i.e., mothers, fathers, and people most important to youth. Building the support of these influencers will create a direct communications channel that the U.S. military can use as leverage to enhance favorability and knowledge and ultimately increase propensity among American youth.

**PAGE LEFT BLANK INTENTIONALLY**

## **Appendix A**

### **Data Collection Procedures and Sampling**

**PAGE LEFT BLANK INTENTIONALLY**

## ***Project Overview***

This research marks the Department of Defense's (DoD) sixth poll conducted among youth. The purpose underlying the research was to expand the Department's understanding of this critical market, specifically, their attitudes about the military, and their likelihood to join.

The target population for November 2003 Youth Poll was youth between the ages of 16 and 21 who were not currently serving nor had ever served in the U.S. military. A total of 3,017 interviews were conducted through computer-assisted telephone interviews (CATI) between October 15, 2003 and November 25, 2003. The interview averaged 20 minutes in length. Final data were post-stratified by gender, age, race/ethnicity and education to reflect this population.

## ***Technical Details***

### **Design Requirements**

The youth poll sampling frame was defined as those persons residing in the 50 states and the District of Columbia who are between the ages of 16 and 21, who had never served in the military, were not in a military delayed entry program (DEP) or one of the service academies and were not enrolled in any postsecondary Reserve Officer's Training Corps (ROTC) programs.

### ***Sample Design***

#### ***Sample Stratification***

For the DoD Youth Poll, an important goal was to produce reliable estimates for racial and ethnic subgroups, specifically Whites, Blacks and Hispanics. Blacks and Hispanics are important for analytical reasons but constitute a small proportion of the total population and are dispersed throughout the country. As a result, the expected sample yield using a simple random digital dialing procedure with a sample size of 3,000 was expected to be too small to support making inferences for the subgroups at the desired level of precision. Because these subgroups are a small percentage of the population and geographically dispersed, and no single list of all the members of the subgroup is available, a simple random digit dial study was considered inadequate.

With a primary restriction in the design of the DoD Youth Poll being cost, stratified random sampling was selected as the best method. When a study involves sampling of a rare population, as shown by Waksberg (1973)<sup>32</sup>, stratification can produce a significant reduction in the level of screening and cost when (a) a high percentage of the rare population can be identified and stratified for oversampling, and when (b) these strata contain a small part of the total population (or contain a substantial portion of the rare population).

The approach that was taken involved stratifying telephone exchanges by concentration of the rare population, and over-sampling the strata with high concentrations. Under this scheme, auxiliary information was used to classify telephone exchanges (or banks of telephone numbers)

---

<sup>32</sup> Waksberg, J. (1973). The effect of stratification with differential sampling rates on attributes of subsets of the population. Pp. 429-434 in *Proceedings of the Social Statistics Section*. Washington, DC: American Statistical Association.

by the proportion of members of the groups residing in these exchanges. After classifying the exchanges into strata, the telephone numbers in the exchanges with the higher proportion of rare members were sampled at a higher rate than the numbers in the other strata. If the data used to stratify the numbers is accurate, then the telephone numbers in the exchanges sampled at higher rates would be more likely to result in interviews with members of the rare subgroup. This procedure has been used in numerous past RDD surveys to improve the precision of estimates of African Americans and Hispanics.

This option however places increased attention on the sample design. Prior to data collection, the exchanges were listed according to the density concentration of the small domains to identify cut-off points. These cut-points were then used to determine the optimal stratification with the highest yield and minimal increase in design effect. The optimal cut-off point for this poll was calculated at 30%.

Calculating the optimal over-sampling level was the first step. Assuming a single cost function in which the total cost of interviewing  $n_i$  units within stratum  $i$ ,  $i = 1, 2$  is given by:

$$C = (r_1 n_1 + r_2 n_2) c_1 + (n_1 + n_2) c_2 \quad (1)$$

where  $n_i$  is the sample size in stratum  $i$ ,  $r_i$  is the average amount of screening required to locate one member of the rare group in stratum  $i$ ,  $c_1$  is the average cost of a screening call,  $c_2$  is the average cost of interviewing one member, and  $C$  is the total cost. If we minimize the sampling variance subject to a fixed cost, we obtain the optimum allocation sample sizes. The ratio of sample sizes is given by:

$$\frac{n_1}{n_2} = \frac{\sigma_1 N_1}{\sigma_2 N_2} \sqrt{\frac{r_2 + \frac{c_2}{c_1}}{r_1 + \frac{c_2}{c_1}}} \quad (2)$$

where  $N_i$  is the population of the rare group in stratum  $i$ .

The optimal allocation was calculated using the above formula and used in the sample allocation for the two strata.

### *Sample Selection*

After the allocation of the sample, two methods of systematic sample selection are available. Using a Random A methodology, the list frame is all possible 10-digit telephone numbers in blocks with one or more listed telephone numbers. From this frame, telephone numbers serving the sample area are selected with equal probability. Using a Random B methodology, telephone numbers serving the sample area are selected with probability equal to the number of listed telephone numbers in each working block. Blocks with no listed numbers have zero probability of selection in both methodologies.

Random A samples were used for this poll because they typically provide samples with better efficiency than pure equal probability of selection (EPSEM) samples. With this approach, the

counts of telephones within each working block (a block with one or more listed telephone numbers) are first examined to decide which should be included in the sample and which should be discarded. For this poll, those blocks with only one listed telephone number were also excluded so dialing would be more efficient and coverage would be marginally greater<sup>33</sup>.

The phone list vendor, SSI®, offers the option of protecting Random A samples against reuse. In tracking surveys, the practical consideration of not calling the same sample in subsequent time frames is a benefit that may be viewed to outweigh the potential bias of not replacing numbers. Virtually every SSI® Random A sample is marked on the database to protect against reuse for a period of nine months. The SSI® Protection System was designed to reduce the chance of selecting the same number for multiple projects or multiple waves of a single project conducted by a single research firm or by competing research firms.

### Interviewing Hours

Interviews were conducted between October 15, 2003 and November 25, 2003 during the evening and weekend hours for the time zone in which the respondent lived. Specifically, interviews were conducted from 4 pm through 9 pm respondent time Sunday through Friday, and 10 am through 6 pm on Saturdays.

The low density stratum was fielded out of Wirthlin's® phone center located in Orem, Utah. The high density stratum was fielded by Wirthlin's® partner Directions in Research (DIR)® located in San Diego, California. The two strata were separated because DIR® has specialized interviewers that are trained to conduct interviews with minorities, specifically Hispanics and African Americans and to speed data collection time. Post-hoc analyses were conducted following data collection to ensure that different response patterns were not obtained within the subgroups as a result of the data collection phone center. No significant differences were observed and the data were combined into a single dataset.

### Sample Geography

Interviews were conducted in all 50 states plus the District of Columbia.

### Business and Cellular Phone Numbers

Once a 10-digit telephone number was selected, the status of the number generated was compared to SSI's® list of known business and cellular numbers. SSI® maintains a database of

---

<sup>33</sup> Approximately 2.5 million blocks were identified as working (having one or more listed numbers). By raising the minimum acceptable block size from 1 to 3 or more (SSI's® default), further gains in efficiency could be achieved with only minimal reduction in coverage. Blocks with 1-2 listed numbers represent only 5.9% of all working blocks and only 0.3% of all listed telephone households. These listed numbers are far more likely to be keypunch errors or White Page business listings than only the listed number in a given block. SSI® uses a default minimum block size of 3 listed numbers, but this minimum may be adjusted up or down based on the user's specifications. Users can even sample from blocks with zero listed numbers, but efficiency may fall as low as 16%. Further, a 65% working phones rate with a Random B sample, a 55% rate with Random A and as low as 30% with an EPSEM sample should be expected.

over 11 million business and cellular telephone numbers, compiled from Yellow Page directories and other special directories. Numbers identified as business or cellular were screened prior to calling. On average, an RDD sample will contain 15 to 18 percent business and cellular phone numbers. Approximately half of these numbers can be identified and screened using SSI's® Business and Cellular Number Purge options prior to calling.

### Replicates

For this poll, the sample was identified and released in replicates (representative stand-alone mini-samples that are representative of the entire sample). When using a replicate system, the interviewers do not need to dial the entire sample as each replicate is designed to be representative of the entire sample. All replicates loaded were closed out and dialed until exhausted. A sample record was considered "exhausted" once it had obtained a final disposition, such as disconnected, completed, or refused. To manage cost, the sizes of the replicates were reduced as the interview period drew to a close.

Additionally, replicates were ordered proportionately to the sample allocation determined for the two strata. Replicates for Stratum 1 and Stratum 2 were released and dialed through evenly. A replicate for either stratum was not allowed to be closed unless the same replicate for the other stratum was exhausted as well.

### Quotas and Thresholds

Because of the speed at which polls are conducted and the rate at which surveys are completed, it is often necessary to set quotas, or the minimum number of completed surveys for each area. This ensures a representative sample is obtained. Therefore, soft quotas, or targets for the minimum number of surveys to be completed, were placed on each region. The following "guides" for each region were set in place:

New England (5.06%)	Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont
Mid-Atlantic (14.33%)	New Jersey, New York, Pennsylvania
South Atlantic (18.73%)	Delaware, Maryland, West Virginia, Virginia, North Carolina, South Carolina, Georgia, Florida, District of Columbia
South	
East South Central (6.09%)	Mississippi, Alabama, Tennessee, Kentucky
East North Central (16.01%)	Illinois, Indiana, Michigan, Ohio, Wisconsin
West North Central (6.82%)	Iowa, Kansas, Missouri, Nebraska, North Dakota, South Dakota, Minnesota
West South Central (10.89%)	Texas, Louisiana, Arkansas, Oklahoma
Mountain (6.33%)	Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, Wyoming
Pacific (15.75%)	California, Oregon, Washington, Hawaii and Alaska

Additionally, soft quotas were placed on gender to approximate the most recent Census levels.

Although “soft” quotas were in place for this study, no telephone numbers or interviews were discarded or terminated as a result of the quota system. They were only used as a check during the data collection phase to alert phone center staff to possible problems.

### Survey Implementation

#### *Screening*

Each household was screened for youth who met the following criteria:

- Youth at least 16 years old, and less than 22 years old
- Had never served in the U.S. Armed Forces
- Were not accepted for service in the U.S. Armed Forces (Service includes the active and Reserve Components of the U.S. Army, Navy, Air Force, Marine Corps, and Coast Guard)
- Were not in a Military Delayed Entry Program (DEP), college ROTC, or one of the Service academies

Polling identifies all eligible respondents in the household and resolves the selection on the initial screen call. If there was more than one person in the household who met the criteria, the respondent in the household between the ages of 16 and 21 with the most recent birthday prior to the interview date was selected. If that individual was away at college (living in a dormitory, fraternity house or temporary housing) his/her telephone number and name was requested and placed in the callback queue. There was no *within household* substitution of the designated respondent, even if the designated respondent did not qualify for the interview (e.g., is currently in the military, etc.).

#### *Callback Procedure*

One initial call and a maximum of nine callbacks were allowed. If a household was not reached after ten calls, another randomly selected household was substituted.

#### *Refusal Conversion*

An active program of refusal conversion was used. All initial refusals were put into a queue to be worked by a group of interviewer specialists, trained and experienced in refusal conversion. Up to an additional three callbacks, conducted at different times and days, were made. If a household was not reached after three calls or if a second refusal occurred, a “hard” refusal was recorded on the final disposition.

## Demographic Profile of Respondents

### *November 2003 Youth Poll Sample Yields -- HIGH DENSITY STRATUM*

Business	13,638
Fax/ Cell/ Pager	6,529
Bad phone number	52,716
Final no answer	18,338
Final answering machine	786
Privacy manager	5,669
Duplicate Record	33
	<b>Non-Eligible Units</b>
	<b>97,709</b>
Ineligible age	30,830
Ineligible college referral number/ refused	144
Ineligible Military DEP, ROTC, Service Academy	198
Ineligible refused ethnicity	75
Language	4,662
Deceased/ Retired	35
	<b>Non-Eligible Respondents</b>
	<b>35,944</b>
Complete	1,061
	<b>Interviews</b>
	<b>1,061</b>
Final busy	2,978
Designated respondent unavailable	730
	<b>No Contact</b>
	<b>3,708</b>
Indefinite callback	1,032
Definite callback	190
Qualified terminate	215
Interviewer terminate	301
	<b>Partial Interviews</b>
	<b>1,738</b>
Final refusal	6,604
	<b>Total Refusals</b>
	<b>6,604</b>
Sample Dialed	<b>146,764</b>
Less Non-Eligible Units	<b>97,709</b>
Less Non-Eligible Respondents	<b>35,944</b>
Eligible Phone Numbers	<b>13,111</b>
Completed Interviews	<b>1,061</b>
Response Rate for All Eligible Numbers	<b>8.09%</b>

*November 2003 Youth Poll Sample Yields -- LOW DENSITY STRATUM*

Business	28,011
Fax/ Cell/ Pager	17,801
Bad phone number	69,797
Final no answer	59,140
Final answering machine	15,994
Privacy manager	8,433
Duplicate Record	81
	<b>Non-Eligible Units</b>
	<b>199,257</b>
Ineligible age	68,652
Ineligible college referral number/ refused	349
Ineligible Military DEP, ROTC, Service Academy	396
Ineligible refused ethnicity	74
Language	2,457
Deceased/ Retired	15
	<b>Non-Eligible Respondents</b>
	<b>71,943</b>
Complete	1,956
	<b>Interviews</b>
	<b>1,956</b>
Final busy	785
Designated respondent unavailable	4,353
	<b>No Contact</b>
	<b>5,138</b>
Indefinite callback	438
Definite callback	66
Qualified terminate	244
Interviewer terminate	974
Drop off	79
	<b>Partial Interviews</b>
	<b>1,801</b>
Final refusal	16,966
	<b>Total Refusals</b>
	<b>16,966</b>
Sample Dialed	<b>297,061</b>
Less Non-Eligible Units	<b>199,257</b>
Less Non-Eligible Respondents	<b>71,943</b>
Eligible Phone Numbers	<b>25,861</b>
Completed Interviews	<b>1,956</b>
Response Rate for All Eligible Numbers	<b>7.56%</b>

## Weight Construction

There were three main phases in the creation of the weights for Youth Poll 6: (1) Base Weights, which are the inverse of the probability of a respondents' inclusion in the sample, (2) Non-Response Adjustment, in which the respondents are weighted to account for non-respondents, and (3) Poststratification, where the weights are corrected to match population totals for certain demographic characteristics.

### *Base Weights*

The base weights are calculated as the inverse of the probability of inclusion for the telephone line. This is done using the sampled telephone lines with known eligibility (whether eligible or not). This probability of inclusion equals the number of sampled telephone lines for which the eligibility is known, divided by the total number of telephone lines. This can be calculated given that we know the total number of lines in each stratum and the distribution of sampled telephone lines per interview disposition codes.

For the “low-density” stratum, the total number of lines is approximately 198,649,600. The (initial) sample size is calculated as the number of sampled telephone lines for which the eligibility is known. There were 192,233 sampled telephone lines with known eligibility; these can be divided in two groups: 7,057 eligible telephone lines, which include “Complete”, “Designated Respondent Never Available”, “Indefinite Appointment”, “Definite Appointment”, and “Qualified Terminate”; and 185,176 non-eligible telephone lines, which include “Business”, “Fax/Cell Phone/Pager”, “Bad Phone Number”, “Duplicate Record”, “Ineligible Age”, “Ineligible Military DEP, Service Academy, ROTC”, and “Deceased/Retired”.

Therefore, the probability of inclusion of a telephone line in the “low-density” stratum is,  $192,233/198,649,600 = 9.67 \times 10^{-4}$  and the initial weight of a line in this stratum is the inverse of this number, 1034.

Similarly, for the “high-density” stratum there are a total of 54,220,300 telephone lines and 107,426 sampled lines with known eligibility. This includes 3,228 eligible lines and 104,198 non-eligible lines. The probability of inclusion for this stratum is  $107,426/54,220,300 = 1.99 \times 10^{-3}$ , with an initial weight 503.

### Calculation of Initial weight

Stratum	Sampled Lines with Known Eligibility	Lines in Stratum	Prob. of Inclusion of Line	Initial Weight
Low-density Stratum	192,233	198,649,600	9.67E-04	1034
High-density Stratum	107,426	54,220,300	1.99E-03	503

At this step, all the sampled lines with known eligibility within a stratum have the same, non-zero, weight even if the line is non-eligible. This weight is at the telephone line level. In order to obtain a person-level weight, and get a zero weight for the non-eligible units, this “pre-weight” is

multiplied by the number of eligible persons for the telephone line and the number of home phone lines for the household. This number of eligible persons is zero for the non-eligible telephone lines, and now only eligible units have non-zero weights. Incomplete eligible units are adjusted by the average number of eligible persons and average number of phone lines by each respective stratum.

#### Household Eligible Count: Base Weight Adjustment

Number of Eligible Persons in Tel. Line	Base Weight
No Eligible Persons in House/Business	Initial Weight * 0 = 0
One Eligible person in household	Initial Weight * 1 (No adjustment)
Two or more Eligible Persons	Initial Weight * 2

These weights are called the “base weights” since they are, basically, the inverse of the probability of inclusion of the sampled elements, including non-respondents.

#### *Non-Response Adjustment*

The base weights are non-zero for all the eligible sampled elements, including non-respondents. This has to be rectified because there are no data for these elements and they must have a weight equal to zero. Since the “pattern” of non-response can differ for the two strata, that is to say, the likelihood of an element being a non-respondent can differ for the two strata; this adjustment must be made within each stratum.

This is accomplished by increasing the base weights of the respondents in each stratum to account for the non-respondents in their corresponding stratum. After this adjustment, the weights for the respondents are higher than the base weights and the weights for the non-respondents are zero, leaving the sample with respondents only.

This non-response adjustment is, for each respondent in each stratum, equal to the sum of the base weights in that stratum (for all respondents and non-respondents) divided by the sum of the base weights for the respondents. Therefore, the non-response adjusted weight for a given respondent is (original base weight) x (sum of base weights in the corresponding stratum) / (sum of base weights for respondents in the stratum).

Table 3: Nonresponse Adjustment

Stratum	Sum of Weights for Respondents	Sum of Weights for Eligible Nonrespondents	Nonresponse Adjustment
Low-density Stratum	2,709,111	7,217,373	Base Weight * 3.33
High-density Stratum	711,901	1,655,959	Base Weight * 3.33

### *Poststratification of Weights*

The final step in the calculation of the weights involves their modification in a way that the sample distributions of some important demographic characteristics are adjusted so that they are equal to the known distributions of the corresponding characteristics in the population. This is referred to as poststratification, and is used to reduce the variance of the estimates and to correct for under coverage in the survey of some types of units.

Poststratification adjustments were calculated by a two-dimensional raking procedure. Raking allows for the poststratification to marginal population totals of several variables simultaneously. This is one way used to ensure consistency between complete (population) count and sample data. Raking is used in situations where the interior cells of the cross tabulation are either unknown or sample sizes in some cells are too small for efficient estimation in poststratification to the whole cross-tabulation.

Four demographic characteristics, in two “raking dimensions”, were used to post-stratify: Gender and Age (Raking Dimension 1), and Race/Ethnicity and Education (Raking Dimension 2). The population totals for these two cross-classifications for October of 2003 were obtained from the Current Population Survey (CPS).

October 2003 CPS for Raking Dimension 1 (GENDER by AGE)

<b>GENDER</b>	<b>AGE</b>	<b>CPS Total</b>
<b>Male</b>	<b>16</b>	2,094,579
<b>Male</b>	<b>17</b>	2,323,935
<b>Male</b>	<b>18</b>	1,923,368
<b>Male</b>	<b>19</b>	1,840,393
<b>Male</b>	<b>20</b>	1,897,597
<b>Male</b>	<b>21</b>	1,843,334
<b>Female</b>	<b>16</b>	2,087,113
<b>Female</b>	<b>17</b>	2,107,245
<b>Female</b>	<b>18</b>	1,964,745
<b>Female</b>	<b>19</b>	1,804,016
<b>Female</b>	<b>20</b>	2,027,918
<b>Female</b>	<b>21</b>	1,865,672
		23,779,915

October 2003 CPS for Raking Dimension 2 (RACE/ETH by EDUCATION)

RACE/ETHNICITY	EDUCATION	CPS Total
White, Non-Hispanic	Less than high school	6,811,193
White, Non-Hispanic	High school, no college	3,504,934
White, Non-Hispanic	Some college, but no bachelors degree	4,583,793
White, Non-Hispanic	Bachelors degree or more	47,885
Black, Non-Hispanic	Less than high school	1,813,740
Black, Non-Hispanic	High school, no college	860,791
Black, Non-Hispanic	Some college, but no bachelors degree	694,543
Black, Non-Hispanic	Bachelors degree or more	15,213
Hispanic	Less than high school	2,205,749
Hispanic	High school, no college	974,580
Hispanic	Some college, but no bachelors degree	723,501
Hispanic	Bachelors degree or more	8,244
Other, Non-Hispanic	Less than high school	703,238
Other, Non-Hispanic	High school, no college	304,822
Other, Non-Hispanic	Some college, but no bachelors degree	515,817
Other, Non-Hispanic	Bachelors degree or more	11,872
		23,779,915

Variance Estimation

The most straightforward types of samples, from a statistical standpoint at least, are simple random samples. In such samples the confidence limits for a proportion are influenced by the sample size of the sample, or particular subsample under consideration, and also by the value of the proportion.

The standard error<sup>34</sup> of a proportion  $p$  from a simple random sample of  $n$  cases is equal to:

$$\sqrt{p(1.0 - p)/n} \quad (3)$$

With a large number of cases, a symmetrical confidence interval around  $p$  would be approximated by:

$$p \pm z\sqrt{p(1.0 - p)/n} \quad (4)$$

where  $z$  is the appropriate value from the z-distribution. For a 95% confidence interval, for example,  $z = 1.96$ .

<sup>34</sup> The standard error of an estimate is a measure of sampling error; it is defined as the standard deviation of the sampling distribution of the statistic. It is used to construct the confidence interval around the estimate.

### *Significance of Difference between Two Proportions*

In addition to estimating the sampling error around a single proportion, we often wish to test the significance of a difference between two proportions, such as the difference between the proportions of males interested in joining the military versus females. The following formula produces a statistic that can be referred to a standard normal distribution, assuming a reasonably large number of cases:

$$z = \frac{p_1 - p_2}{\sqrt{p_e(1-p_e) \frac{n_1 + n_2}{n_1 n_2}}} \quad (5)$$

where:

$$p_e = \frac{n_1 p_1 + n_2 p_2}{n_1 + n_2} \quad (6)$$

and  $p_e$  is the estimated population proportion,  $p_1$  is the observed proportion (of male in our example) in the first group,  $p_2$  is the observed proportion in the second group (of females in our example),  $n_1$  is the number of cases in the first group, and  $n_2$  is the number of cases in the second group.

### *Variance Estimation with more Complex Designs*

The above variance estimation formulas however, are only appropriate for simple random samples. In complex samples, such as those used in the Youth Polls, that involve stratification and weighting, it is also necessary to take into account the effect that the sampling design has on the size of the standard errors.

Methods exist for correcting for this underestimation of the standard errors. Kish (1965)<sup>35</sup> defines a correction term called the design effect (DEFF) where:

$$DEFF = \frac{\text{actual sampling variance}}{\text{Variance expected from a random sample}} \quad (7)$$

Thus, if the actual sampling variance in a complex sample is four times as large as the sample variance from a simple random sample with the same number of cases, the DEFF is 4.0. Because confidence intervals are proportionate to the square root of the variance, the confidence interval for such a sample would be twice as large (because the square root of 4 is 2) as the confidence interval for a simple random sample with the same number of cases. If an estimate of design effect is available, one of the simplest correction procedures to follow is to divide the actual number of cases by the design effect (thereby depreciating the actual number to its equivalent

---

<sup>35</sup> Kish, L. (1965). Survey Sampling. New York: John Wiley & Sons.

value in simple random sample terms) and then employ the standard statistical procedures that are available for application to simple random samples.

#### *Significance testing for differences between fieldings of the Youth Poll*

A trend over two fieldings of the Youth Poll is basically a comparison between estimates from two independent samples. Therefore, the design effects for a single estimated proportion are appropriate. For the majority of situations in the Youth Poll, tests for changes over time were done by estimating design effects as calculated from STATA® or another of the similar data analysis software programs and dividing  $n$  by the design effect to obtain an effective  $n$ . This effective  $n$  was then used in place of the actual  $n$  and the formulas appropriate for simple random sampling were conducted. Design effects for proportions and means, although not provided in this technical report, can be calculated by individual users or can be provided upon request from interested users of the data.

#### *Variance estimation procedures for June 2003 Youth Poll estimates*

To find confidence intervals and test hypotheses using the November 2003 Youth Poll data, it is necessary to find estimates of the variance for the estimated statistics, whether the statistics are means, proportions, correlations, or regression weights. Alternative approaches to finding effective  $n$  sizes based on design effects, as outlined above, may be required in certain situations for certain types of statistical testing. There are a number of different approaches to estimate the variability of (complex) parameters in complex surveys; two of the more common approaches are referred to as Linearization by Taylor series expansion and Replication, both of which take into account design effects but rely on readily available computer software to remove tedious hand calculations and adjustments.

Users are cautioned not to ignore the design feature (i.e., stratification and weighting) of the data collection for this survey in their significance tests. Stratification, as done in the data collection for this survey, effectively allows the calculation of variance for a statistics that is based solely on within stratum variance. This variance estimate is almost universally smaller than the one that would be obtained if the data were treated as being collected using only simple random sampling. Ignoring the stratification will typically result in an over-estimation of the variance whereby the hypothesis testing conducted is biased.

In the majority of estimations done for the November 2003 Youth Poll, the technique used by the Joint Market Research Program (JMRP) to find variance estimates for the statistics reported from Youth Poll 6, is the Taylor-series linearization method, as implemented using the software program STATA®.

For those familiar with data analysis programs such as WESVAR™, STATA®, SUDAAN®, or SAS®, appropriate variance estimation formulas can be obtained using some relatively straightforward programming. However, the above software programs do not handle variance estimation in identical ways so users should be aware of and comfortable with the assumptions of their chosen software program.

For users who require hypothesis testing but are not familiar with one of the above listed software programs, a third option exists. JMRP is available to handle any hypothesis testing requests that users of this data have. Service requests will be given top priority, however, all users may feel free to submit requests. All that is required is an email to either Sean Marsh ([marshsm@osd.pentagon.mil](mailto:marshsm@osd.pentagon.mil)) or Jason Fors ([forsjd@osd.pentagon.mil](mailto:forsjd@osd.pentagon.mil)) that contains the analysis you would like to have completed. In your email please be as specific as possible so that JMRP can ensure that the correct analysis is conducted.

## **Appendix B**

### **Analysis of Variance of Propensity by Demographic Groups**

**PAGE LEFT BLANK INTENTIONALLY**

### Logistic Regression Results: Demographic Predictors of Propensity<sup>36</sup>

	Significance Testing								
	F Values								
	General Military	Army	Navy	Marine Corps	Air Force	Coast Guard	Comp. Reserves	Natl. Guard	Res.
Age	36.42**	15.96**	19.99**	15.70**	13.38**	7.66**	10.78**	4.27*	6.74**
Gender	77.52**	44.70**	20.07**	51.83**	12.98**	29.47**	39.46**	12.64**	34.77**
Race/Ethnicity	11.61**	11.93**	17.57**	12.53**	15.68**	16.82**	17.91**	9.77**	14.56**
Geographic Region	1.98*	2.24*	2.45*	0.94	2.08*	2.06*	1.44	1.35	1.44
Marital Status	3.90**	4.06**	1.00	2.04	2.20	1.72	3.11*	6.65**	0.55
Employment Status	21.17**	22.87**	9.92**	9.58**	8.74**	7.50**	5.68*	3.07	4.84
Hours Worked	4.52*	1.51	0.56	5.45*	2.37	13.60**	1.69	0.75	1.67
Education Status	15.36**	16.17**	8.36**	9.98**	8.61**	6.28**	7.16**	4.16**	7.10**
Education Level	2.40	1.18	1.90	4.05**	2.89*	1.07	0.91	1.15	0.94

### Logistic Regression Results: Demographic Predictors of Propensity (Male)

	Significance Testing								
	F Values								
	General Military	Army	Navy	Marine Corps	Air Force	Coast Guard	Comp. Reserves	Natl. Guard	Res.
Age	15.03**	8.11**	9.25**	8.28**	5.25*	1.72	4.53*	1.86	3.29
Race/Ethnicity	3.82**	4.93**	9.09**	7.16**	11.00**	12.46**	7.55**	4.64**	7.20**
Geographic Region	1.77	2.18*	2.04*	0.85	1.46	1.65	1.64	1.58	1.55
Marital Status	1.46	4.86**	0.27	1.21	0.19	3.40*	5.16**	9.42**	1.28
Employment Status	10.76**	14.53**	4.72*	5.82*	4.77*	3.87*	2.23	1.67	2.19
Hours Worked	3.36	2.83	0.07	5.02*	0.70	10.42**	1.19	0.83	0.95
Education Status	9.20**	16.27**	3.68*	5.72**	4.92**	9.60**	5.08**	4.37**	4.55**
Education Level	2.24	1.45	2.72*	3.79*	1.98	0.74	0.88	0.64	1.25

### Logistic Regression Results: Demographic Predictors of Propensity (Female)

	Significance Testing								
	F Values								
	General Military	Army	Navy	Marine Corps	Air Force	Coast Guard	Comp. Reserves	Natl. Guard	Res.
Age	27.82**	8.35**	10.42**	7.56**	9.03**	8.95**	7.35**	2.81	3.55
Race/Ethnicity	15.94**	12.67**	11.27**	7.91**	5.76**	6.04**	17.21**	7.82**	13.66**
Geographic Region	1.62	1.56	1.32	1.93	1.16	0.53	1.06	0.72	0.93
Marital Status	2.66	0.27	0.46	2.42	0.11	2.51	4.52**	5.05**	1.52
Employment Status	14.73**	10.32**	6.23*	4.69*	4.29*	4.81*	4.82*	1.64	3.56
Hours Worked	0.07	3.75	0.08	0.85	2.02	0.44	0.10	0.22	0.00
Education Status	12.12**	6.26**	10.05**	6.79**	10.37**	2.07	3.29*	0.86	3.31*
Education Level	1.25	2.36	2.22	0.67	2.61	0.62	0.86	1.00	0.28

<sup>36</sup> Propensity variables recoded into 0 (non-propensed) and 1 (propensed) categories for logistic regression testing. For significance testing with categorical predictors dummy coding used. Categories with less than 5 cases dropped from analysis.

\*p < .05

\*\*p < .01

**PAGE LEFT BLANK INTENTIONALLY**

## **Appendix C**

### **Pilot Study**

**PAGE LEFT BLANK INTENTIONALLY**

## **Pilot Study Questions**

The first 3 questions are aimed at identifying youth's outcome beliefs regarding joining the military after high school. Questions 4 and 5 were composed to identify salient referents.

1. What do you believe are the *advantages* of joining the U.S. military after high school?
2. What do you believe are the *disadvantages* of joining the U.S. military after high school?
3. Is there anything else you associate with joining the U.S. military after high school?
4. If you consider joining the military after high school, there might be individuals or groups who would think you *should* join the military. If any such individuals or groups come to your mind when you consider joining the U.S. military, please list them now.
5. If you consider joining the U.S. military after high school, there might be individuals or groups who would think you *should not* join the military. If any such individuals or groups come to your mind when you consider joining the U.S. military, please list them now.

## Options Generated from Pilot Study and Previous Research

### Beliefs/Outcomes

1. Having a job that makes you happy
2. Doing something that you can be proud of
3. Having a good paying job that allows you to live comfortably
4. Staying in good physical shape
5. Having personal freedom
6. Preparing for a future career
7. Having a lifestyle that is attractive to you
8. Learning a valuable trade or skill
9. Having job security
10. Making a positive difference in your community
11. Earning money for college
12. Developing self-discipline
13. Having the opportunity to travel
14. Experiencing adventure
15. Having a job where you are given substantial responsibility
16. Doing something for your country
17. Having a structured lifestyle
18. Training in cutting edge technology
19. Being committed to something for a number of years
20. Being apart of an elite team
21. Moving to a place away from family and friends
22. Not going to college immediately after high school
23. Being in a war and/or being required to fight
24. Being seriously injured or killed

### Appropriate Referents

1. People who are currently in the military
2. U.S. military veterans
3. Your teachers
4. Your guidance and/or career counselor at school
5. The people associated with your church or religious group
6. Your extended family
7. Your dad
8. The people who are important to you
9. Your brothers and sisters
10. Your close friends
11. Your mom
12. Your boyfriend/girlfriend

## **Appendix D**

### **Item Results**

**PAGE LEFT BLANK INTENTIONALLY**

## Overall Mean Ratings of Outcomes and Behavioral Beliefs

Outcome	How would you rate the outcome (3: 'Extremely Good'; -3: 'Extremely Bad')	Likelihood that joining the military would result in you... (3: 'Extremely Likely'; -3: 'Extremely Unlikely')
Having a job that makes you happy	2.6	1.4
Doing something that you can be proud of	2.5	2.0
Having a good paying job that allows you to live comfortably	2.4	1.8
Staying in good physical shape	2.4	2.4
Having personal freedom	2.4	1.2
Preparing for a future career	2.3	1.8
Having a lifestyle that is attractive to you	2.3	1.1
Learning a valuable trade or skill	2.3	2.0
Having job security	2.3	2.0
Making a positive difference in your community	2.3	1.8
Earning money for college	2.2	2.1
Developing self-discipline	2.2	2.1
Having the opportunity to travel	2.1	2.2
Experiencing adventure	2.0	2.0
Having a job where you are given substantial responsibility	2.0	1.9
Doing something for your country	2.0	2.2
Having a structured lifestyle	1.8	1.8
Training in cutting edge technology	1.8	1.9
Being committed to something for a number of years	1.7	1.7
Being apart of an elite team	1.6	1.8
Moving to a place away from family and friends	-0.2	0.7
Not going to college immediately after high school	-0.5	0.2
Being in a war and/or being required to fight	-0.5	0.6
Being seriously injured or killed	-1.9	-0.4

## Overall Mean Ratings of Subjective Norms and Motivation to Comply

People	How supportive would these people be if you decided to join the military (3: 'Extremely Supportive'; -3: 'Extremely Unsupportive')	How strongly do each of these people influence the decisions that you make (3: 'Very Much Influenced'; -3: 'Not Influenced at All')
People who are currently in the military	2.2	-
U.S. military veterans	2.0	-
Your teachers	1.2	0.3
Your guidance and/or career counselor at school	1.2	0.1
The people associated with your church or religious group	1.0	0.4
Your extended family	0.7	0.5
Your dad	0.6	1.4
The people who are important to you	0.4	1.8
Your brothers and sisters	0.2	1.1
Your close friends	0.1	1.2
Your mom	-0.1	1.7
Your boyfriend/ girlfriend	-0.7	1.2

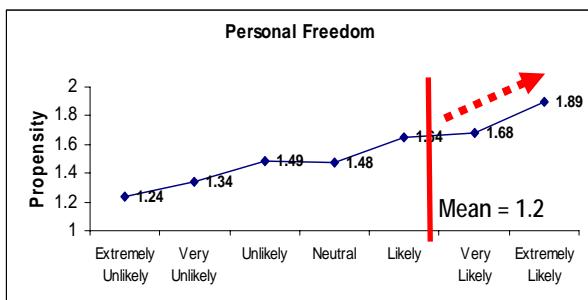
## Well Being Attitude Factor: Extrinsic Outcome



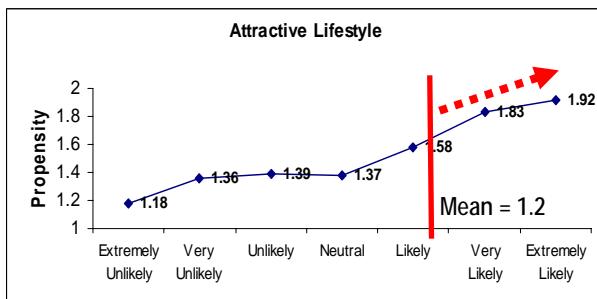
## Well Being Attitude Factor: Intrinsic Outcomes



$r = .21, p < .01$

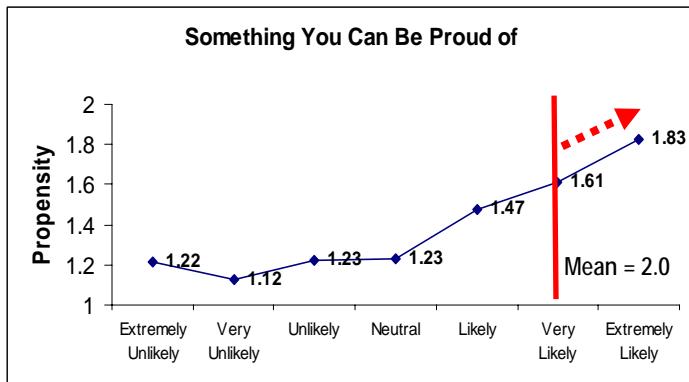


$r = .17, p < .01$



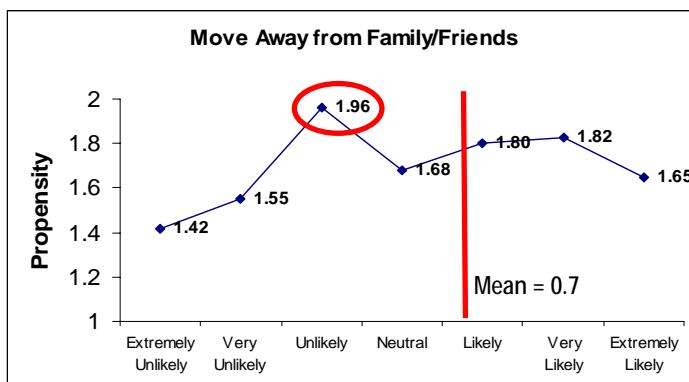
$r = .21, p < .01$

### Patriotic Adventure Attitude Factor



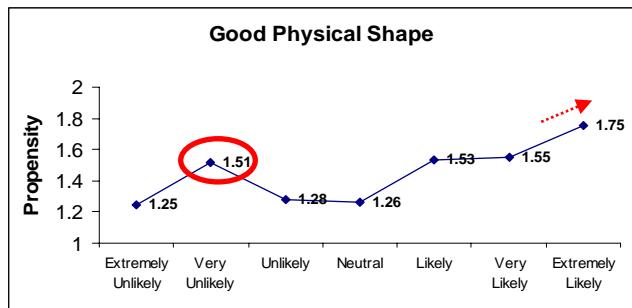
$r = .22, p < .01$

### Risk Tolerance Attitude Factor

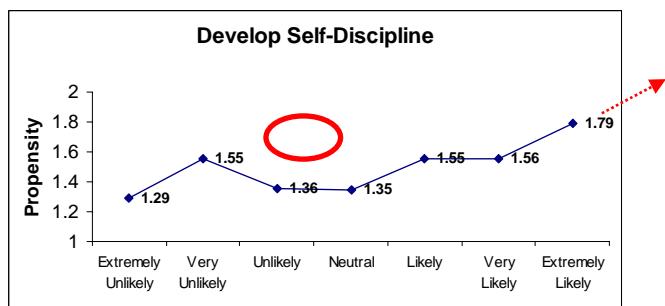


$r = .05, p < .01$

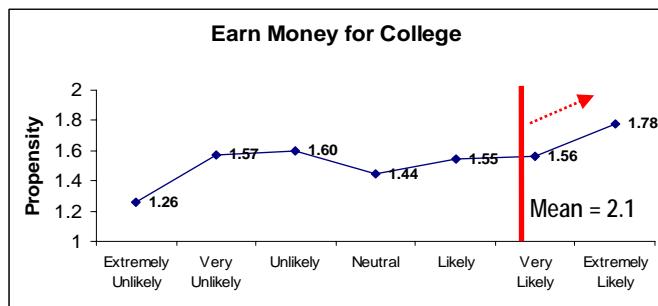
## Skills Development Attitude Factor



$r = .17, p < .01$

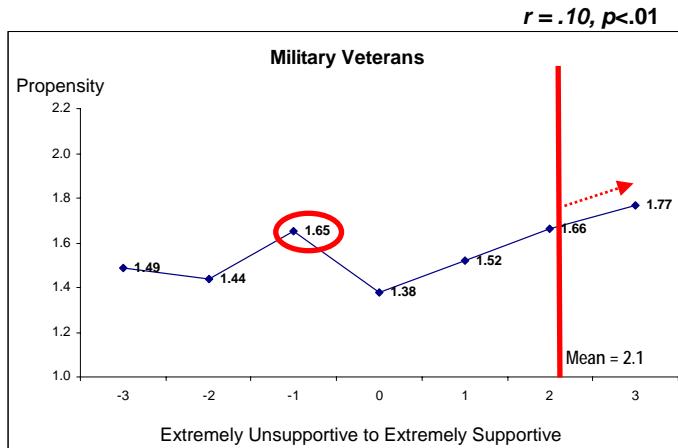


$r = .15, p < .01$

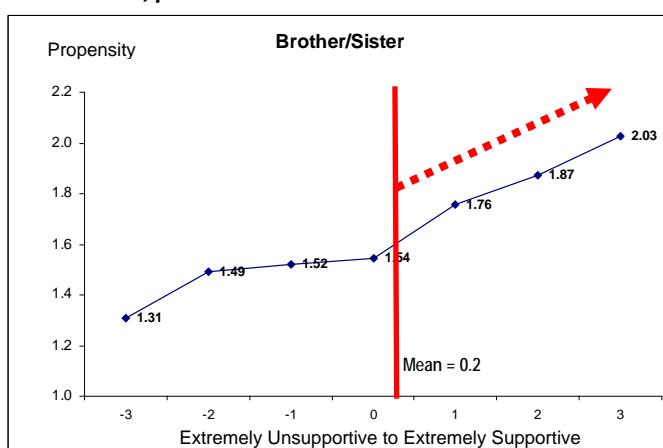
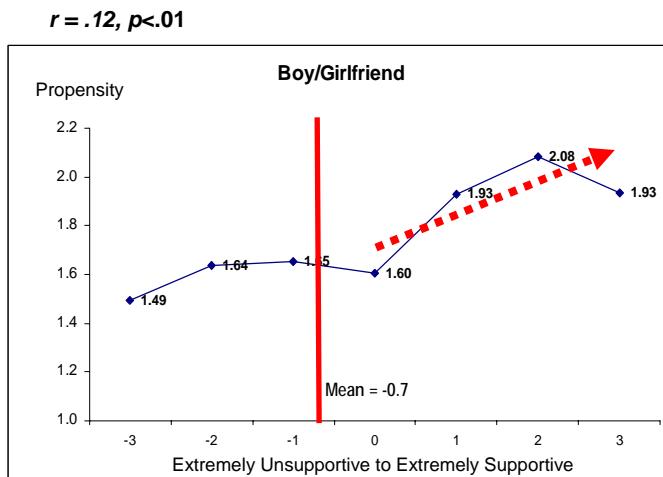


$r = .13, p < .01$

## Subjective Norms: Socially Distant Referents



## Subjective Norms: Socially Close Referents



## Mean Attitude Values by Gender

Mean Attitudes by Gender			
Attitudes	Total	Male	Female
<b>Well Being</b>			
Job security	2.00	2.00	2.00
Good pay	1.82	1.73	1.90
Happiness	1.41	1.42	1.40
Attractive lifestyle	1.15	1.21	1.08
Personal freedom	1.22	1.17	1.27
<b>Patriotic Adventure</b>			
Adventure	1.99	2.02	1.96
Travel	2.18	2.18	2.18
Elite team	1.76	1.81	1.70
Proud of	2.00	1.94	2.06
Make positive difference	1.83	1.67	1.99
Do something for country	2.18	2.18	2.18
<b>Skills Development</b>			
Learn trade/skill	1.99	2.00	1.97
Prepare for career	1.80	1.75	1.86
Money for college	2.39	2.07	2.18
Physical Shape	2.39	2.42	2.36
Self-discipline	2.11	2.11	2.10
Responsibility	1.89	1.86	1.91
Technology	1.86	1.92	1.80
<b>Risk Tolerance</b>			
Moving away	0.69	0.84	0.54
War/fighting	0.57	0.94	0.20
Injured/killed	-0.37	-0.34	-0.39

## Mean Attitude Values by Subgroup

	Subgroups					
	Males			Females		
Attitudes	White	Black	Hispanic	White	Black	Hispanic
<b>Well Being</b>						
Job security	2.04	2.00	1.86	2.02	1.64	2.28
Good pay	1.65	1.97	1.89	1.82	1.76	2.29
Happiness	1.23	1.90	1.73	1.21	1.63	1.88
Attractive lifestyle	1.01	1.70	1.61	0.81	1.53	1.61
Personal freedom	1.00	1.54	1.53	1.14	1.31	1.72
<b>Patriotic Adventure</b>						
Adventure	2.03	1.93	2.12	1.97	1.78	2.09
Travel	2.20	2.18	2.14	2.14	2.16	2.37
Elite team	1.90	1.58	1.67	1.78	1.12	1.91
Proud of	1.92	2.07	2.01	2.02	1.93	2.36
Make positive difference	1.60	1.96	1.79	1.95	1.84	2.30
Do something for country	2.28	1.95	2.10	2.30	1.60	2.32
<b>Skills Development</b>						
Learn trade/skill	1.98	2.20	2.02	1.96	1.80	2.20
Prepare for career	1.70	1.87	1.96	1.79	1.98	2.10
Money for college	2.05	2.25	2.16	2.17	2.14	2.29
Physical Shape	2.45	2.40	2.35	2.37	2.27	2.47
Self-discipline	2.17	2.08	2.00	2.12	1.97	2.21
Responsibility	1.90	1.85	1.76	1.91	1.75	2.09
Technology	1.92	1.98	1.94	1.79	1.71	1.87
<b>Risk Tolerance</b>						
Moving away	0.97	0.55	0.49	0.70	0.13	0.23
War/fighting	1.10	0.43	0.81	0.42	-0.83	0.11
Injured/killed	-0.18	-0.72	-0.58	-0.19	-1.03	-0.69

### Mean levels of Perceived Support by Gender

Mean Support Values by Gender			
Referents	Total	Male	Female
<b>Socially Close Groups</b>			
Mother	-0.09	-0.01	-0.18
Father	0.60	0.88	0.32
Extended family	0.70	0.87	0.52
Close friends	0.14	0.28	-0.01
Boy/girlfriend	-0.75	-0.74	-0.76
Brother/sister	0.24	0.38	0.11
<b>Socially Distant</b>			
Military members	2.21	2.32	2.19
Military veterans	2.05	2.03	2.07
Religious community	0.99	0.98	1.01
Guidance counselors	1.20	1.06	1.33
Teachers or educators	1.21	1.10	1.32

**Mean levels of Perceived Support by Subgroup**

Referents	Subgroups					
	Males			Females		
	White	Black	Hispanic	White	Black	Hispanic
<b>Socially Close Groups</b>						
Mother	-0.07	0.37	0.00	-0.28	0.21	-0.08
Father	0.91	0.84	0.89	0.31	0.12	0.51
Extended family	0.95	0.85	0.73	0.52	0.23	0.84
Close friends	0.25	0.24	0.42	-0.15	0.11	0.31
Boy/girlfriend	-0.81	-0.47	-0.40	-0.88	-0.53	-0.57
Brother/sister	0.39	0.23	0.39	0.08	0.07	0.28
<b>Socially Distant Groups</b>						
Military members	2.32	2.06	2.14	2.18	2.16	2.25
Military veterans	2.14	2.02	1.68	2.15	1.91	2.01
Religious community	1.09	1.29	0.38	1.12	0.80	0.88
Guidance counselors	1.09	0.85	1.19	1.27	1.34	1.61
Teachers or educators	1.06	1.13	1.33	1.22	1.48	1.51

**Appendix E**  
**Questionnaire**

**PAGE LEFT BLANK INTENTIONALLY**

**OCTOBER 2003 DOD YOUTH POLLING  
FIELDING DATE 10/13/03**

Notes for Users	<p>This document is annotated to show variable names and data values. There are also "Notes for Users" when simpler annotation was not possible.</p> <p>There are two variables in the dataset not shown in this document: ID (a unique identifier), STRATA (sampling stratum) and WT (the analysis weight).</p>
-----------------	--

**PROJECTED TIME: 20 minutes**

Objective: The objective of this research is to conduct regular quantitative polling among the youth audience. Each poll will assess and track propensity, employment and education status. The poll will also be tailored to include questions on current events or topical areas of interest. Wirthlin Worldwide will conduct telephone interviews with youth two times per year -- in April and October.

Target Audience/Screening: Each household will be screened for youth who meet the following criteria:

- Are at least 16 years old, and less than 22 years old
- Have never served in the US Armed Forces and are not, at the time of the interview, accepted for such Service (Service includes the active and Reserve components of the US Army, Navy, Air Force, Marine Corps and Coast Guard).
- Are not enrolled in post-secondary reserve officer's training corps (ROTC) programs

*If there is an individual in the household who meets the criteria but is away at college (living in a dormitory, fraternity house or student housing) will ask for the telephone number.*

If there is more than one person in the household who meets those criteria, we will select the respondent in the household between the ages of 16 and 21 with the most recent birthday prior to the interview date. If that individual is away at college (living in a dormitory, fraternity house or temporary housing), we will ask for the telephone number and name of the youth and place that number in the callback queue. There will be no within household substitution of the designated respondent, even if the designated respondent does not qualify for the interview (e.g., is currently in the military, etc.).

Target Field Dates: Pre-test October 13-14, 2003  
Launch study on October 15, 2003  
Complete interviewing on November 25, 2003

Length:	This interview should last approximately 20 minutes.	
Geography:	100% United States - including Alaska, Hawaii and the District of Columbia	
Sample Size:	n=3,017	
Target:	<u>GENDER</u> : Soft quotas to be used for tracking : 50% Female; 50% Male.	
	<u>RACE/ETHNICITY</u> : Soft quotas to be used for tracking	
	55% White 24% Black or African-American 1% American Indian or Alaskan Native 4% Asian (e.g., Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese) AND Native Hawaiian or Other Pacific Islander (e.g., Samoan, Guamanian or Chamorro) 16% Hispanic, Latino or Spanish	
	<u>REGION</u> : WirthlinWorldwide is now using a 9-point Geocode (see attached)	
	1 New England (5.06%) Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont 2 Mid-Atlantic (14.33%) New Jersey, New York, Pennsylvania 3 East North Central (16.01%) Illinois, Indiana, Michigan, Ohio, Wisconsin 4 West North Central (6.82%) Minnesota, Iowa, Kansas, Missouri, Nebraska, North Dakota, South Dakota 5 South-Atlantic (18.73%) Delaware, DC, Maryland, West Virginia, Virginia, North Carolina, South Carolina, Georgia, Florida 6 East South Central (6.09%) Alabama, Mississippi, Tennessee, Kentucky 7 West South Central (10.89%) Oklahoma, Louisiana, Texas, Arkansas 8 Mountain (6.33%) Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, Wyoming 9 Pacific (15.75%) California, Oregon, Washington, Hawaii and Alaska	
Sample:	Random A sample with minimum of two working blocks. Sample will be screened for business numbers. Additionally, a stratified	

ransom sampling will be used. The exchanges will be stratified by concentration of the rare population, and oversample the strata with high concentrations. After classifying the exchanges into strata, the telephone numbers in the exchanges with the higher proportion of members will be sample at a higher rate than the numbers in the other strata. This procedure is being used to improve the precision of estimates of African Americans and Hispanics.

Dialing Procedures:

Interviews will be conducted during the evening and weekend hours. The fieldwork will take place from Wirthlin Worldwide's telephone center located in Orem, Utah and at DIR's telephone center located in Los Angeles, CA. Both phone centers will utilize computer-assisted telephone interviewing (CATI).

Callback Procedures:

Plan an initial call and maximum of nine callbacks. If a household is not reached after ten calls, we will substitute another randomly selected household. Callbacks will be scheduled on different days, different times of the day and in different weeks.

Refusal Conversion:

All initial refusals will be put into a queue to be worked by a group of interviewer specialists, trained and experienced in refusal conversion. Up to an additional three callbacks, conducted at different times and days, will be made. If a household is not reached after three calls or if a second refusal occurs, a "hard" refusal will be recorded on the final disposition. Experience shows that between 10% and 14% of the completed interviews will come from refusal conversions.

Pre-test:

We will conduct a pretest of the survey instrument on October 13-14, 2003 in Orem, Utah telephone facility. We will conduct 30 interviews. If the pretest interviews go smoothly and no revisions are made to the questionnaire, they are included in the final data set. **No more than 5 interviewers should work on the pre-test; this will ensure that the pre-test does not conclude too rapidly.**

Sample Mgt & Replicates:

We will release sample in replicates. All replicates will be dialed until exhausted and then closed out. Once a replicate has been loaded, it must be dialed all the way through before the study can finish. A sample record is considered exhausted once it has obtained a final disposition. This means that the interviewers must continue to dial and conduct interviews even if 3,100 complete interviews have been completed – interviewers must dial through the entire replicate. To eliminate having too many extra completes, smaller replicates will be loaded toward the end of the interview cycle. **NO NEW REPLICATE IS TO BE LOADED WITHOUT THE APPROVAL OF COURTNEY ZEGARSKI.** Courtney can be reached during work hours at (703) XXX- XXXX and during non-work hours at (202) XXX-XXXX (home/ cell).

## SCREENER AND INTRODUCTION

**[NOTE TO INTERVIEWER: BE PREPARED FOR PARENTS TO ASK YOU (WHEN YOU ARE SCREENING OR DURING THE INTERVIEW) WHO YOU ARE AND WHAT YOU ARE ASKING THEIR KIDS. WE WILL HAVE A PRINTED SHEET WITH A SCRIPTED ANSWER - YOU SHOULD KEEP THIS AT YOUR STATION]**

### **SCRIPT IF PARENT WANTS TO KNOW MORE INFORMATION OR INTERRUPTS DURING THE INTERVIEW.**

My name is \_\_\_\_\_ of Wirthlin Worldwide, a national independent research firm. I am calling for a study that is being conducted for the United States Government and am interested in speaking with your [son/daughter] about [his/her] opinions about being a young adult today and thoughts about potential careers. This study is very important, and results from it will be used by government officials, including congress, to develop important policy decisions. We are not trying to sell anything - we are only interested in [his/her] opinions. We also will hold [his/her] answers in the strictest of confidence - in no way will [he/she] ever be identified as a participant in this study. Furthermore, all information provided is protected under the Privacy Act of 1974. Would it be okay to talk to [him/her] about these issues?

#### **IF PARENT WANTS TO KNOW MORE:**

The survey contains questions about current education and employment status. There are questions dealing with their future plans - in particular after high school or college. The survey continues with questions related to the impressions that they have regarding various post-high school opportunities and ends with some basic demographic questions.

#### **IF PARENT WANTS TO STAY ON THE PHONE WHILE THE SURVEY IS BEING CONDUCTED:**

I am more than happy to have you listen in on this interview, but I need to stress that the answers have to be directly from the designated respondent and not you. If you have questions along the way I will be more than happy to answer them, but please refrain from answering my questions for your child.

#### **IF THE PARENT WANTS TO CONTACT SOMEONE:**

If you have any questions about the questionnaire, the confidentiality issue, or about the validity of the study and the government's involvement, please call Courtney Zegarski of Wirthlin Worldwide, at (703) 480- 1900.

*INTRO1\_Q*

1INTRO1 Hello, I'm \_\_\_\_\_ of Wirthlin Worldwide, a national, independent research firm and I am calling for a study that is being conducted for the United States Government. We are interested in speaking with people between the ages of 16 and 21. Does your household include individuals between the ages of 16 and 21 who either live in the household or are away temporarily or living at school in a dormitory, fraternity or sorority house?

- 0. No
- 1. Yes
- 99. DK/REF

**IF INTRO1=1, ASK S11, ELSE THANK AND TERMINATE**

*S11\_Q*

S11. How many individuals are there in your household between the ages of 16 and 21 who either live in the household or are away temporarily or living at school in a dormitory, fraternity or sorority house?

RECORD ANSWER  
99. DK/REF [THANK AND TERMINATE]

**IF S11 = 0, THANK AND TERMINATE**

**IF S11 > 0, ASK GPA**

*GPA\_Q*

GPA. We are conducting this study to find out the opinions and career paths of young adults and we would like to have the responses of the person between the ages of 16 and 21 who has had the most recent birthday. Could I please speak with that person?  
[INTERVIEWER: IF THE ANSWER IS NO, CLARIFY WHY]

- 1. Yes
- 2. No, respondent isn't available but resides in the household (i.e., not home)
- 3. No, respondent isn't available because they are temporarily away or living at school in a dormitory, fraternity or sorority house
- 4. No, respondent won't allow you to talk with them

**IF GPA=1, WAIT UNTIL RESPONDENT GETS ON THE PHONE AND READ INTRO2.**

**IF GPA=2, ARRANGE CALLBACK**

**IF GPA=3, ASK S8**

**IF GPA=4, [TYPE EXIT AND CODE AS REFUSAL]**

*S8\_Q*

S8. We are conducting this study to find out the opinions and career paths of young adults and we would like to have the responses of the person who is away. Could I please have his/her first name and telephone number with area code?

- 1. No
- 2. Yes
- 99. DK/REF

**IF S8=1, RECORD NAME AND NUMBER AND THEN THANK. PLACE NEW NAME AND NUMBER IN CALLBACK QUEUE.**

**IF S8=2, THANK AND TERMINATE**

**WHEN RESPONDENT BETWEEN THE AGES OF 16 AND 21 WITH THE MOST RECENT BIRTHDAY IS ON THE PHONE, READ INTRO2**

*PRIV1\_Q*

PRIV1. Hello, I'm \_\_\_\_\_ of Wirthlin Worldwide, a national, independent research firm. We are conducting a study to find out more about the opinions and career plans of young adults. The study is being conducted for the Department of Defense. Results of this study will be used in reports to Congress, and in the development of important policy decisions. For quality purposes, my supervisor may monitor this call. **(DO NOT PAUSE)**

All information you provide is protected under the Privacy Act of 1974. Your identity will not be released for any reason and your participation is voluntary. You are entitled to a copy of the Privacy Act Statement. Would you like a copy of this statement?

1. No
2. Yes, RECORD MAILING ADDRESS
99. DK/REF

*S2\_Q*

S2. Just to confirm, what is your gender? [IF RESPONDENT REFUSES, ENTER GENDER BY OBSERVATION] **[IF OVER QUOTA CONTINUE THROUGH QDEM11A AND THEN TERMINATE: NEED TO COLLECT DEMOGRAPHIC INFO ON RESPONDENTS BEING TERMINATED BECAUSE OF GENDER QUOTAS]**

1. Male
2. Female

**[ASK EVERYONE]**

*S10\_Q*

S10. Are you a United States Citizen?

1. No
2. Yes
99. DK/REF

*S1\_Q; SIM\_Q; S1Y\_Q*

S1. What is your date of birth? [ENTER IN SIX DIGIT FORMAT MM/DD/YY]

RECORD MONTH/DAY/YEAR

99. DK/REF

Notes for Users	S1_Q is age calculated from this question. S1M_Q is month of birth, and S1Y_Q is the year of birth.
-----------------	---

**IF AGE IS NOT BETWEEN 16-21 VERIFY BIRTH DATE ASK GPA**

**IF AGE IS BETWEEN 16 AND 21, ASK DEM2C**

*DEM2C\_Q*

DEM2C. Have you ever been in the military, or are you in a delayed entry program (DEP), college ROTC, or one of the service academies? [MILITARY SERVICE INCLUDES ALL BRANCHES (FULL-TIME OR AS RESERVIST, NATIONAL GUARD), SERVICE ACADEMIES OR COLLEGE (NOT H.S.) ROTC. ALSO ENTER 'YES' IF ACCEPTED INTO SERVICE AND WAITING TO BEGIN.]

1.	No
2.	Yes
99.	DK/REF

**IF DEM2C=2, ASK DEM10, ELSE THANK AND TERMINATE**

*DEM10\_Q; RACE\_ETH*

DEM10. Do you consider yourself to be of Hispanic, Latino or Spanish origin?

1.	Yes, Mexican, Mexican American, Chicano, Puerto Rican, Cuban, or other Spanish/Hispanic/Latino origin.
2.	No
99.	DK/REF

Notes for users	RACE_ETH (4 Categories, recoded from DM10_Q & DM11_M01-DM11_M06)								
	<table> <tr> <td>1</td> <td>White Non-Hispanic</td> </tr> <tr> <td>2</td> <td>Black Non-Hispanic</td> </tr> <tr> <td>3</td> <td>Hispanic</td> </tr> <tr> <td>4</td> <td>Other Non-Hispanic</td> </tr> </table>	1	White Non-Hispanic	2	Black Non-Hispanic	3	Hispanic	4	Other Non-Hispanic
1	White Non-Hispanic								
2	Black Non-Hispanic								
3	Hispanic								
4	Other Non-Hispanic								

DM11\_O1 - DM11\_O6; DM11\_O99; DM\_11M1 - DM11\_M6

DEM11 I'm going to read a list of racial categories. Please select one or more to describe your race. Are you...[READ PUNCHES 1-5.] [NOTE: IF RESPONDENT SAYS 'DON'T KNOW' OR DOESN'T MENTION A PUNCH BELOW, SAY: "WHICH OF THE FOLLOWING RACE CATEGORIES DO YOU MOST CLOSELY IDENTIFY WITH?"] [CODE UP TO 5 RESPONSES]

0.	No
1.	Yes

*DM11\_O1* 1. White

*DM11\_O2* 2. Black or African-American

*DM11\_O3* 3. American Indian or Alaskan Native

*DM11\_O4* 4. Asian (e.g., Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese)

*DM11\_O5* 5. Native Hawaiian or Other Pacific Islander (e.g., Samoan, Guamanian or Chamorro)

*DM11\_O6* 6. [DO NOT READ] Other HISPANIC ONLY (Mexican, Mexican American, Chicano, Puerto Rican, Cuban, or other Spanish/Hispanic/Latino origin.)

*DM11\_O99* 99. DK/REF [THANK AND TERMINATE]

Notes for users	DM11_O1-DM11_O6 capture the responses given during the interview to question DEM11. When a respondent replied "Other" (DM11_O6=1), the interviewer probed for clarification in DEM11A. The variables DM11_O1-DM11_O6 and DM11A_Q were then combined to make the final race variables DM11_M1 - DM11_M6.			
	Original	Other Hispanic	Final	Description
	DM11_O1	DM11A_Q = 1	DM11_M1	White
	DM11_O2	DM11A_Q = 2	DM11_M2	Black or African American
	DM11_O3	DM11A_Q = 3	DM11_M3	American Indian or Alaska Native
	DM11_O4	DM11A_Q = 4	DM11_M4	Asian (e.g., Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese)
	DM11_O5	DM11A_Q = 5	DM11_M5	Native Hawaiian or Other Pacific Islander (e.g., Samoan, Guamanian or Chamorro)
	DM11_O6	DM11A_Q = 9	DM11_M6	Other HISPANIC ONLY (Mexican, Mexican American, Chicano, Puerto Rican, Cuban, or other Spanish/Hispanic/Latino origin.)

**[IF DEM11=6 ONLY, ASK DEM11A]**

*DEM11A\_Q*

DEM11A. In addition to being Hispanic, do you consider yourself to be [READ PUNCHES 1-5]  
[CODE UP TO 5 RESPONSES]

1. White
2. Black or African-American
3. American Indian or Alaskan Native
4. Asian (e.g., Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese)
5. Native Hawaiian or Other Pacific Islander (e.g., Samoan, Guamanian or Chamorro)
8. Not Applicable
9. DK/REF

## EDUCATION

### [RESPONDENTS INCLUDE NON-CITIZENS]

#### *EDU1\_Q*

EDU1. I'd like to ask you about your schooling. Are you currently enrolled in school or a training program?

1. No
2. Yes
99. DK/REF

### **IF EDU1=1, ASK EDU2 [IF RESPONDENT IS CURRENTLY ENROLLED IN SCHOOL]**

#### *EDU2\_Q*

EDU2. What grade or year of school are you in? [DO NOT READ, ACCEPT SINGLE RESPONSE] [IF RESPONDENT ANSWERS IN A GENERAL SENSE, FOR INSTANCE "COLLEGE" MAKE SURE YOU CLARIFY WHICH TYPE OF COLLEGE AND WHICH YEAR]

1. Less than 8th Grade
2. 8th Grade
3. 9th Grade - High School
4. 10th Grade - High School
5. 11th Grade - High School
6. 12th Grade - High School
7. 1st Year College or University (Freshman)
8. 2nd Year College or University (Sophomore)
9. 3rd Year College or University (Junior)
10. 4th Year College or University (Senior)
11. 5th Year College or University
12. 1st Year Graduate or Professional School
13. 2nd Year Graduate or Professional School (MA/MS)
14. 3rd Year Graduate or Professional School
15. More than 3 Years Graduate or Professional (Ph.D.)
16. 1st Year Junior or Community College
17. 2nd Year Junior or Community College (AA/AS)
18. 1st Year Vocational, Business or Trade School
19. 2nd Year Vocational, Business or Trade School
20. More than 2 Years Vocational, Business or Trade School
99. DK/REF

**IF EDU1=2 or 99, ASK EDU3 [IF RESPONDENT IS NOT CURRENTLY ENROLLED IN SCHOOL]**

**EDU3\_Q**

*EDU3. What is the highest grade you have completed and received credit for? [IF RESPONDENT ANSWERS IN A GENERAL SENSE, FOR INSTANCE "I GRADUATED FROM COLLEGE" MAKE SURE YOU CLARIFY HOW MANY YEARS THEY WERE THERE AND WHAT TYPE OF COLLEGE THEY ATTENDED - FOUR YEAR, TWO YEAR, GRADUATE, ETC.]*

1. Less than 8th Grade
2. 8th Grade
3. 9th Grade - High School
4. 10th Grade - High School
5. 11th Grade - High School
6. 12th Grade - High School
7. 1st Year College or University (Freshman)
8. 2nd Year College or University (Sophomore)
9. 3rd Year College or University (Junior)
10. 4th Year College or University (Senior)
11. 5th Year College or University
12. 1st Year Graduate or Professional School
13. 2nd Year Graduate or Professional School (MA/MS)
14. 3rd Year Graduate or Professional School
15. More than 3 Years Graduate or Professional (Ph.D.)
16. 1st Year Junior or Community College
17. 2nd Year Junior or Community College (AA/AS)
18. 1st Year Vocational, Business or Trade School
19. 2nd Year Vocational, Business or Trade School
20. More than 2 Years Vocational, Business or Trade School
99. DK/REF

**ASK IF EDU2 = 3-20 OR EDU3=3-20**

*EDU5\_Q*

EDU5. What grades do you or did you usually get in high school? [READ RESPONSE CATEGORIES 1-7]. [IF RESPONDENT NEEDS CLARIFICATION, READ THEM THE NUMERICAL AVERAGES, OTHERWISE JUST READ THE LETTER GRADES]

1. Mostly A's (Numerical average of 90-100)
2. Mostly A's and B's (85-89)
3. Mostly B's (80-84)
4. Mostly B's and C's (75-79)
5. Mostly C's (70-74)
6. Mostly C's and D's (65-69)
7. Mostly D's and lower (64 and below)
8. Never in high school
99. DK/REF

**DEMOGRAPHIC – EMPLOYMENT STATUS**

*EMP1\_Q*

*EMP1. Now, I'd like to ask you about your employment status. Are you currently employed either full or part time?*

1. No
2. Yes
99. DK/REF

**IF QEMP1=1 THEN ASK QEMP2 [IF RESPONDENT IS CURRENTLY EMPLOYED]**

*EMP2\_Q*

EMP2. How many hours per week in total do you work at your job?

RECORD RESPONSE  
99. DK/REF

*EMP5\_Q*

*EMP5. How difficult is it for someone your age to get a full-time job in your community? Is it...[READ 1-4]*

1. Almost Impossible
2. Very Difficult
3. Somewhat Difficult
4. Not Difficult at All
99. DK/REF

## FUTURE PLANS AND PROPENSITY

*FPP1\_O01 – FPP1\_O09; FPP1\_O97 – FPP\_O99; FPP1\_M01 – FPP1\_M17; FPP1\_M97 – FPP1\_M99*

*FPP1. Next, I'd like to ask you about your plans for the future. What do you think you might be doing [INSERT BASED ON RESPONSE TO EDU1  
**[CURRENTLY ENROLLED IN SCHOOL OR TRAINING PROGRAM]**  
**AND EDU2 [WHAT GRADE OR YEAR OF SCHOOL ARE YOU IN] AS**  
**FOLLOWING: [DO NOT READ LIST] [ACCEPT MULTIPLE RESPONSES]**  
**[PROBE UNTIL UNPRODUCTIVE] [PUNCH 5, 8 & 99 MUST BE SINGLE**  
**PUNCH]***

*IF EDU2 = 3, 4, 5 OR 6 [RESPONDENT IS CURRENTLY ENROLLED IN SCHOOL AND IS IN HIGH SCHOOL] INSERT "once you finish high school?"*

*IF EDU2 = 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19 OR 20 [RESPONDENT IS CURRENTLY ENROLLED IN SCHOOL AND IS IN COLLEGE, GRADUATE, JUNIOR/COMMUNITY OR VOCATIONAL SCHOOL]  
 INSERT "once you finish college?"*

*IF EDU2 = 1 OR 2 OR IF EDU1 = 2 OR 99 [RESPONDENT IS NOT CURRENTLY ENROLLED IN SCHOOL OR IS IN 8<sup>TH</sup> GRADE OR LESS]  
 INSERT "in the next few years?" [WHEN PROBING EMPHASIZE "IN THE NEXT FEW YEARS"]*

0      No  
 1      Yes

<i>FPP1_O01</i>	1	Going to school full-time
<i>FPP1_O02</i>	2	Going to school part-time
<i>FPP1_O03</i>	3	Working full-time
<i>FPP1_O04</i>	4	Working part-time
<i>FPP1_O05</i>	5	Joining the Military/Service
<i>FPP1_O06</i>	6	Staying at Home
<i>FPP1_O07</i>	7	Doing nothing
<i>FPP1_O08</i>	8	Undecided / Have not decided yet
<i>FPP1_O09</i>	9	Community Service
<i>FPP1_O97</i>	97	Other, Specify _____
<i>FPP1_O99</i>	99	DK/REF

Notes for users	Original	After recoding Other, Specify	Description
	FPP1_O01	FPP1_M01	Going to school full time
	FPP1_O02	FPP1_M02	Going to school part time
	FPP1_O03	FPP1_M03	Working full time
	FPP1_O04	FPP1_M04	Working part time
	FPP1_O05	FPP1_M05	Joining the military

	FPP1_O06	FPP1_M06	Staying at home
	FPP1_O07	FPP1_M07	Doing nothing
	FPP1_O08	FPP1_M08	Undecided/ Have not decided yet
	FPP1_O09	FPP1_M09	Community Service
		FPP1_M10	Volunteer/Religious work
		FPP1_M11	Move/Travel
		FPP1_M12	Career
		FPP1_M13	Hobbies
		FPP1_M14	Family life
		FPP1_M15	Get a house
		FPP1_M16	Get a car
		FPP1_M17	Make money/Invest money
	FPP1_O97	FPP1_M97	Other specify
	FPP1_O99	FPP1_M99	Don't know/Refused

IF FPP1=5 ASK FPP2 *[IF RESPONDENT SAYS THEY ARE GOING TO MILITARY]*

FPP2\_Q

FPP2. *You said you might be joining the military. Which branch of the service would that be? [DO NOT READ ANSWER CATEGORIES - FIT RESPONSE TO PRE-CODED ANSWERS.]*

[IF RESPONDENT MENTIONS MORE THAN ONE BRANCH: *Which branch are you most likely to join?*

IF RESPONDENT MENTIONS NATIONAL GUARD, CLARIFY WHETHER THAT IS **ARMY NATIONAL GUARD** OR **AIR NATIONAL GUARD** IF **ARMY NATIONAL GUARD**, CODE AS ARMY, IF **AIR NATIONAL GUARD**, CODE AS AIR FORCE.

IF RESPONDENT MENTIONS **THUNDERBIRD** OR **STEALTH FORCE**, CODE AS **AIR FORCE**. IF THEY MENTION **GOLDEN KNIGHTS** OR **GREEN BERET**, CODE AS **ARMY**.

IF THEY MENTION **SAILORS**, **SEALS**, **BLUE ANGELS** OR **SUBMARINERS**, CODE AS **NAVY**.]

1. Air Force
2. Army
3. Coast Guard
4. Marine Corps
5. Navy
90. Question Not Asked
99. DK/REF

IF FPP2 = 1 OR 2 *[IF RESPONDENT SAYS THEY ARE INTERESTED IN JOINING THE AIR FORCE OR ARMY]*

FPP3A\_Q

FPP3A. Which type of service would that be? Would it be... [READ 1-3]?

1. Active Duty
2. The Reserves
3. The National Guard
99. DK/REF

**IF FPP2 = 3, 4 OR 5 [IF RESPONDENT SAYS THEY ARE INTERESTED IN JOINING THE COAST GUARD, MARINE CORPS OR NAVY]**

FPP3B\_Q

FPP3B. Which type of service would that be? Would it be... [READ 1-2]?

1. Active Duty
2. The Reserves
99. DK/REF

**IF FPP1=3 OR 4 ASK FPP4 [IF RESPONDENT SAYS THEY MIGHT BE WORKING]**

FPP4\_Q

*FPP4. You said you might be working. What type of job would you have? Would it be a temporary job while you finish school or training, any job you can get to support yourself, or a job that could begin a long-term career?*

1. Temporary job while you finish school or training
2. Any job you can get to support yourself
3. Job that could begin a long-term career
90. Question Not Asked
99. DK/REF

**IF FPP1=1 OR 2 ASK FPP5 [IF RESPONDENT SAYS THEY ARE GOING TO SCHOOL]**

FPP5\_Q

FPP5. What kind of school or college would you like to attend? [READ 1-5]

1. High School
2. Vocational, Business or Trade School
3. 2-Year Junior or Community College
4. 4-Year College or University
5. Graduate or Professional School
90. Question Not Asked
99. DK/REF

**[ASK EVERYONE]**

FPP8\_Q

FPP8. What is the highest grade or year of school or college that you would eventually like to complete?

[If Respondent answers in a general sense, such as "finish college" then clarify TYPE and YEAR of school.] [DO NOT READ LIST]

1. 8<sup>th</sup> Grade
2. 9<sup>th</sup> Grade

- 3      10<sup>th</sup> Grade
- 4      11<sup>th</sup> Grade
- 5      12<sup>th</sup> Grade (High School Diploma)
- 6      1<sup>st</sup> Year College/Junior or Community College/Vocational, Business or Trade School (Freshman)
- 7      2<sup>nd</sup> Year College/Junior or Community College/Vocational, Business or Trade School (Sophomore)
- 8      3<sup>rd</sup> Year of Four-Year College (Junior)
- 9      4<sup>th</sup> Year of Four-Year College (Senior) or Bachelor's Degree (BA/BS)
- 10     5<sup>th</sup> Year of College
- 11     1<sup>st</sup> Year Graduate or Professional School
- 12     2<sup>nd</sup> Year Graduate or Professional School or Master's Degree (MA/MS)
- 13     3<sup>rd</sup> Year Graduate or Professional School
- 14     More than 3 Years Graduate or Professional School or Doctorate (Ph.D.)
- 15     1<sup>st</sup> Year Junior or Community College
- 16     2<sup>nd</sup> Year Junior or Community College
- 17     1<sup>st</sup> Year Vocational, Business or Trade School
- 18     2<sup>nd</sup> Year Vocational, Business or Trade School
- 19     More than 2 Years Vocational, Business or Trade School
- 99     DK/REF

**FPP9\_Q**

*FPP9.* Now, I'd like to ask you how likely it is that you will be serving in the military in the next few years? Would you say... [ROTATE TOP TO BOTTOM, BOTTOM TO TOP AND READ 1-4]

- 1      Definitely
- 2      Probably
- 3      Probably Not
- 4      Definitely Not
- 99     DK/REF

*INSERT BLANK SCREEN*

**FPP10A\_Q – FPP10E\_Q; COMP1**

*FPP10.* How likely is it that you will be serving on active duty in the [RANDOMIZE AND READ A-E]? Would you say... [ROTATE TOP TO BOTTOM, BOTTOM TO TOP AND READ 1-4]?

<i>FPP10A_Q</i>	A	Coast Guard
<i>FPP10B_Q</i>	B	Army
<i>FPP10C_Q</i>	C	Air Force
<i>FPP10D_Q</i>	D	Marine Corps
<i>FPP10E_Q</i>	E	Navy

- 1      Definitely
- 2      Probably
- 3      Probably Not

4      Definitely Not  
99     DK/REF

Notes for users	COMP1 is a Composite Active Propensity for the four DoD Services. It is defined as the minimum response to the four variables QFPP10B (Army), QFPP10C (Air Force), QFPP10D (Marine Corps), QFFP10E (Navy).
-----------------	--

**NOTE TO CATI TECH: ROTATE FIRST/SECOND FPP11/11A AND FPP12/12A**

*FPP11\_Q; COMP2*

FPP11. How likely is it that you will be serving in the National Guard? [ROTATE TOP TO BOTTOM, BOTTOM TO TOP AND READ 1-4]

1      Definitely  
2      Probably  
3      Probably Not  
4      Definitely Not  
99     DK/REF

Notes for Users	COMP2 is Composite Reserve Propensity for the Reserves and the National Guard. It is defined as the minimum response to the two variables QFPP11 (National Guard), QFPP12 (Reserves).
-----------------	---

IF FPP11 = 1 OR 2, ASK FPP11A

*FPP11A\_Q*

FPP11A. Would that be the... [RANDOMIZE AND READ 1-2]?

1      Air National Guard  
2      Army National Guard  
99     DK/REF

*FPP12\_Q; COMP2 (see note under FPP11)*

FPP12. How likely is it that you will be serving in the Reserves? [ROTATE TOP TO BOTTOM, BOTTOM TO TOP AND READ 1-4]

1      Definitely  
2      Probably  
3      Probably Not  
4      Definitely Not  
99     DK/REF

IF FPP12 = 1 OR 2, ASK FPP12A

*FPP12A\_Q*

FPP12A. Would that be the... [RANDOMIZE AND READ 1-5]?

1      Air Force Reserve  
2      The Army Reserve  
3      The Coast Guard Reserve

- 4 The Marine Corps Reserve
- 5 The Naval Reserve
- 99 DK/REF

**IF TWO OR MORE OF ANY ACTIVE, RESERVE, GUARD SERVICES ARE ANSWERED “DEFINITELY” OR “PROBABLY” IN QUESTIONS FPP10, FPP11 OR FPP12, ASK FPP14**

*FPP14\_Q*

FPP14. You mentioned you might serve in more than one military service. Which service are you most likely to serve in? [DO NOT READ ANSWER CATEGORIES, FIT RESPONSE TO PRE-CODE - ACCEPT SINGLE RESPONSE] [INTERVIEWER NOTE: IF ANSWER IS GENERAL, PLEASE CLARIFY IF ACTIVE DUTY, RESERVES OR GUARD.]

- 1 Air Force
- 2 Army
- 3 Coast Guard
- 4 Marine Corps
- 5 Navy
- 6 Air National Guard
- 7 Army National Guard
- 8 Air Force Reserve
- 9 Army Reserve
- 10 Coast Guard Reserve
- 11 Marine Corps Reserve
- 12 Naval Reserve
- 99 DK/REF

[ASK ALL]

*FPP15\_Q*

FPP15. Before we talked today, had you ever considered the possibility of joining the military?  
Would you say you...[ROTATE TOP TO BOTTOM, BOTTOM TO TOP AND READ ANSWERS 1-3]

- 1      Never Thought About It
- 2      Gave It Some Consideration
- 3      Gave It Serious Consideration
- 99     DK/REF

**FAVORABILITY**

*FAV1\_Q*

FAV1. Using all that you know or have heard about the US military, please rate the US military using a 10 point scale where 1 means **VERY UNFAVORABLE** and 10 means **VERY FAVORABLE**. How would you rate the US Military?

RECORD RATING  
99     DK/REF

*FAV2A\_Q – FAV2E\_Q*

FAV2. Using all that you know or have heard about the various branches of the US military, please rate each branch using a 10 point scale where 1 means **VERY UNFAVORABLE** and 10 means **VERY FAVORABLE**. How would you rate the [RANDOMIZE AND READ A-E]?

RECORD RATING  
99     DK/REF

- FAV2A\_Q A.*      Air Force
- FAV2B\_Q B.*      Army
- FAV2C\_Q C.*      Coast Guard
- FAV2D\_Q D.*      Marine Corps
- FAV2E\_Q E.*      Navy

*FAV3A\_Q – FAV3B\_Q*

FAV3 Now, using all that you know or have heard, please rate the US National Guard and Reserves using a 10 point scale where 1 means **VERY UNFAVORABLE** and 10 means **VERY FAVORABLE**. How would you rate the [RANDOMIZE AND READ A-B]?

RECORD RATING  
99     DK/REF

- FAV3A\_Q A.*      Reserves
- FAV3B\_Q B.*      National Guard

## KNOWLEDGE OF MILITARY

### *KW2\_Q*

KW2. Let's talk about your knowledge of the U.S. military. Please use a scale from 1 to 10 where 1 means **NOT AT ALL KNOWLEDGEABLE** and 10 means **EXTREMELY KNOWLEDGEABLE**. Please tell me how knowledgeable you are about the U.S. Military.

RECORD ANSWER

99 DK/REF

## ATTITUDE TOWARD BEHAVIOR

### *ATT1\_Q*

ATT1. For the next few questions I would like you to imagine that you have just decided to join the US military. Using a scale where positive three means extremely good and negative three means extremely bad, how would you rate this decision?

RECORD RATING

99 DK/REF

### *ATT2\_Q*

ATT2. Using a scale where positive three means extremely wise and negative three means extremely foolish, how would you rate joining the U.S. military?

RECORD RATING

99 DK/REF

### *ATT3\_Q*

ATT3. Using a scale where positive three means extremely beneficial and negative three means extremely harmful, how would you rate joining the U.S. military?

RECORD RATING

99 DK/REF

## OUTCOME EVALUATIONS

### *OUT\_AQ – OUT\_XQ*

OUT. Now, let's think about the decisions you are currently making in your life. Suppose one of the options you have helps you to [RANDOMIZE AND READ LIST]. Using a scale where positive three means extremely good and negative three means extremely bad, how do you rate that option? You can use any number between negative three and positive three.

#### RECORD RATING

99 DK/REF

<i>OUT_AQ</i>	A. Earn money for college
<i>OUT_BQ</i>	B. Have a good paying job that allows you to live comfortably
<i>OUT_CQ</i>	C. Have job security
<i>OUT_DQ</i>	D. Stay in good physical shape
<i>OUT_EQ</i>	E. Develop self-discipline
<i>OUT_FQ</i>	F. Move to a place away from family and friends
<i>OUT_GQ</i>	G. Have a job that makes you happy
<i>OUT_HQ</i>	H. Learn a valuable trade or skill
<i>OUT_IQ</i>	I. Prepare for a future career
<i>OUT_JQ</i>	J. Train in cutting edge technology
<i>OUT_KQ</i>	K. Not go to college immediately after high school
<i>OUT_LQ</i>	L. Have the opportunity to travel
<i>OUT_MQ</i>	M. Be in a war and/or being required to fight
<i>OUT_NQ</i>	N. Be seriously injured or killed
<i>OUT_OQ</i>	O. Experience adventure
<i>OUT_PQ</i>	P. Do something for your country
<i>OUT_QQ</i>	Q. Make a positive difference in your community
<i>OUT_RQ</i>	R. Do something that you can be proud of
<i>OUT_SQ</i>	S. Be committed to something for a number of years
<i>OUT_TQ</i>	T. Have a structured lifestyle
<i>OUT_UQ</i>	U. Have a job where you are given substantial responsibility
<i>OUT_VQ</i>	V. Have personal freedom
<i>OUT_WQ</i>	W. Be part of an elite team
<i>OUT_XQ</i>	X. Have a lifestyle that is attractive to you

## BEHAVIORAL BELIEFS

### *BEH\_AQ – BEH\_XQ*

BEH. Now I am going to read the same list of items again and this time I want you to think about joining the U.S. military. [PAUSE] Using a scale where 3 means extremely likely and a -3 means extremely unlikely, I would like you to tell me how likely it is that joining the U.S. military would result in you [RANDOMIZE AND READ LIST]?

<i>BEH_AQ</i>	A. Earn money for college
<i>BEH_BQ</i>	B. Have a good paying job that allows you to live comfortably

<i>BEH_CQ</i>	C. Have job security
<i>BEH_DQ</i>	D. Stay in good physical shape
<i>BEH_EQ</i>	E. Develop self-discipline
<i>BEH_FQ</i>	F. Move to a place away from family and friends
<i>BEH_GQ</i>	G. Have a job that makes you happy
<i>BEH_HQ</i>	H. Learn a valuable trade or skill
<i>BEH_IQ</i>	I. Prepare for a future career
<i>BEH_JQ</i>	J. Train in cutting edge technology
<i>BEH_KQ</i>	K. Not go to college immediately after high school
<i>BEH_LQ</i>	L. Have the opportunity to travel
<i>BEH_MQ</i>	M. Be in a war and/or being required to fight
<i>BEH_NQ</i>	N. Be seriously injured or killed
<i>BEH_OQ</i>	O. Experience adventure
<i>BEH_PQ</i>	P. Do something for your country
<i>BEH_QQ</i>	Q. Make a positive difference in your community
<i>BEH_RQ</i>	R. Do something that you can be proud of
<i>BEH_SQ</i>	S. Be committed to something for a number of years
<i>BEH_TQ</i>	T. Have a structured lifestyle
<i>BEH_UQ</i>	U. Have a job where you are given substantial responsibility
<i>BEH_VQ</i>	V. Have personal freedom
<i>BEH_WQ</i>	W. Be part of an elite team
<i>BEH_XQ</i>	X. Have a lifestyle that is attractive to you

### **SUBJECTIVE NORMS**

#### *SUBJ\_AQ – SUBJ\_LQ*

SUBJ. Now I am going to read you a list of people you may or may not be associated with. As I read each one, I would like you to tell me how supportive they would be if you decided to join the US military. Please use a scale from negative three to positive three where negative three means extremely unsupportive and positive three means extremely supportive, you can use any number between negative three and positive three. If you are not personally associated with this type of person please tell me and we will move to the next one. How supportive would [RANDOMIZE AND READ LIST] be if you decided to join the US military?

<i>SUBJ_AQ</i>	A. Your Mom
<i>SUBJ_BQ</i>	B. Your Dad
<i>SUBJ_CQ</i>	C. Your extended family (cousins, uncles, aunts, grandparents...etc.)
<i>SUBJ_DQ</i>	D. Your close friends
<i>SUBJ_EQ</i>	E. U.S. military veterans
<i>SUBJ_FQ</i>	F. People who are currently in the military (including recruiters and those in active duty)
<i>SUBJ_GQ</i>	G. Your teachers
<i>SUBJ_HQ</i>	H. Your boyfriend or girlfriend
<i>SUBJ_IQ</i>	I. The people associated with your church or religious group
<i>SUBJ_JQ</i>	J. Your guidance and/or career counselor at school
<i>SUBJ_KQ</i>	K. Your brothers and sisters
<i>SUBJ_LQ</i>	L. The people who are important to you

## MOTIVATION TO COMPLY

### *MOT\_AQ – MOT\_LQ*

MOT. Now I am going to read another list of statements about the same people. This time, I am interested in finding out how strongly they influence the decisions you make. Please use a scale where positive three means they influence your decisions very much and negative three means they don't influence your decisions at all, remember you can use any number between negative three and positive three. [RANDOMIZE AND READ LIST]

NOTE TO CATI: PLEASE PROGRAM THIS LIST SO THE RESPONDENT ISN'T ASKED ABOUT ANY ITEMS THEY SAID PUNCH 98 TO IN THE SERIES "SUBJ" ABOVE.

#### RECORD RATING

99 DK/REF

<i>MOT_AQ</i>	A. Your Mom
<i>MOT_BQ</i>	B. Your Dad
<i>MOT_CQ</i>	C. Your extended family (cousins, uncles, aunts, grandparents...etc.)
<i>MOT_DQ</i>	D. Your close friends
<i>MOT_EQ</i>	E. U.S. military veterans
<i>MOT_FQ</i>	F. People who are currently in the military (including recruiters and those in active duty)
<i>MOT_GQ</i>	G. Your teachers
<i>MOT_HQ</i>	H. Your boyfriend or girlfriend
<i>MOT_IQ</i>	I. The people associated with your church or religious group
<i>MOT_JQ</i>	J. Your guidance and/or career counselor at school
<i>MOT_KQ</i>	K. Your brothers and sisters
<i>MOT_LQ</i>	L. The people who are important to you

## ECONOMIC INDICATORS

### *IND2\_Q*

IND2. Are individuals more likely to have a good paying job in the military, in a civilian job or equally in both?

1	Military
2	Civilian job
3	Equally in both

99 DK/REF

### *IND3\_Q*

IND3. Four years from now, do you think the economy will be better than, worse than, or about the same as it is today?

1	Better than
2	Worse than
3	About the same

99 DK/REF

## CURRENT EVENTS

### *CUR7\_Q*

CUR7. Does the current situation with the war on terrorism make you more likely or does it make you less likely to join the military?

- 1 More likely
- 2 Doesn't change the likelihood (DO NOT READ)
- 3 Less likely
- 99 DK/REF

### *CUR8\_Q*

CUR8. Do you approve or disapprove of the way the Bush administration is -- [RANDOM ORDER]. Would that be strongly (approve/disapprove) or just somewhat (approve/disapprove)?

- A. Handling Foreign Affairs
- B. Using the U.S. Military Forces

- 1. Strongly Approve
- 2. Somewhat Approve
- 3. No opinion (DO NOT READ)
- 4. Somewhat Disapprove
- 5. Strongly Disapprove
- 99. DK/REF

## DEMOGRAPHICS

THE LAST SET OF QUESTIONS ASK FOR SOME BACKGROUND INFORMATION ABOUT YOURSELF

### *DEM3\_Q*

DEM3. Please tell me whether you are currently...[READ LIST] [NOTE TO INTERVIEWER: IF RESPONDENT SAYS THEY ARE DATING, IN A RELATIONSHIP WITH A SIGNIFICANT OTHER, HAVE A BOY/GIRLFRIEND – YOU MUST CODE THEM AS SINGLE]

- 1 Single and have never been married
- 2 Widowed
- 3 Separated
- 4 Divorced
- 5 Married
- 6 Something else, specify \_\_\_\_\_
- 99 DK/Ref

DM20A\_Q – DM20I\_Q

DEM20. Has your [INSERT A-I] ever served in the U.S. military?

- 0. No
- 1. Yes
- 99. DK/REF

DM20A_Q	A. Father
DM20B_Q	B. Mother
DM20C_Q	C. Brother
DM20D_Q	D. Sister
DM20E_Q	E. Uncle
DM20F_Q	F. Aunt
DM20G_Q	G. Grandparent
DM20H_Q	H. Cousin
DM20I_Q	I. Spouse

[ASK DEM12 IF QPRIV1=2 or 99]

DEM12. For research purposes only, please tell me your street address and zip code? Do you know your ZIP plus four? [9-digit ZIP code is preferred]

[RECORD STREET ADDRESS]  
[RECORD ZIP CODE]

[ASK DEM13 IF QPRIV1=1]

*DEM13. So that we may send you the copy of the Privacy Act of 1974 and for research purposes please tell me your address.*

[RECORD STREET ADDRESS]  
[RECORD CITY]  
[RECORD STATE]  
[RECORD ZIP CODE]

99 DK/REF

*DEM17. Finally, I would like to ask for your social security number. Defense Department social scientists match social security numbers to enlistment data to find out how the plans and opinions of American youth relate to enlistment rates. Your social security number, along with other information you have provided, is protected under the Privacy Act of 1974. [PROBE: Could you please look it up? I'll wait.]*

[RECORD AND CONFIRM SOCIAL SECURITY NUMBER.]  
DK/REF

DEM14. FIPS CODE \_\_\_\_\_

DEM15. ZIP CODE [FROM SAMPLE] \_\_\_\_\_

*DEM16. May I please have your name in case my supervisor needs to verify that this interview actually took place?*

*PRNT1\_Q*

PRNT1. [NEED TO ADD PUNCH FOR INTERVIEWER TO INDICATE WHETHER OR NOT RESPONDENT'S PARENT WAS ON THE PHONE.]

INTERVIEWER: WAS THE RESPONDENTS PARENT ON THE PHONE?

- 1      YES
- 2      NO
- 3      DK

Thank you very much for your time.